

BOSTON COLLEGE

UNDERGRADUATE
CATALOG
1990-1991



Boston College Bulletin
Volume LX, Number 4, May, 1990

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published six times a year in April, May, July 1, July 15, August, and September.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Communications for permission to use their pictures throughout this publication.

USPS—389—750

Second-class postage paid at Boston, Massachusetts 02109.

Postmaster: send PS Form 3579 to Boston College Registrar's Office, Lyons 101, Chestnut Hill, MA 02167.

Boston College Bulletin

**Undergraduate Catalog
1990–91**

**Boston College
Chestnut Hill
Massachusetts 02167
617-552-8000**

BOSTON
COLLEGE
ARCHIVES

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The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Psychological Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies and Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges,

the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

Academic Resources

Audiovisual Facilities

University Audiovisual Services provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The O'Neill Computing Facility is available to anyone with a currently-validated BC identification card. There are approximately 150 workstations available, providing access to a wide variety of hardware, applications and peripherals. Macintosh microcomputers are the most prominent feature of the facility. Some of the Macintosh workstations are available as standalone computers and others may be used to communicate with the VAX cluster of super minicomputers. There are also VT-type workstations that provide access to the VAX cluster. When using either a VT-type terminal or a Macintosh with communication capability, a user may also utilize the IBM mainframe computers for batch processing. Additionally, IBM PS/2 access is offered. The Facility is staffed with professionals and students who provide assistance with all aspects of computing, and may also refer users to the Information Processing Support staff, located in the Gasson basement.

The applications available on the VAX cluster include word processing, programming, statistical analysis, graphics production and database management. In the microcomputing environment, a similar array of software is distributed for use in the facility. Output may be produced on a variety of printing devices that range from high speed line printers for draft output, to high density dot-matrix printers for high quality graphics and text output, to laser printing when publication quality is necessary. The VAX cluster may also be accessed via a remote terminal which is equipped with either a modem or an AIM unit (for on-campus re-

mote access only). This access is provided 24 hours a day, 7 days a week.

The Gasson Solution Center is located on the ground floor of Gasson. The Solution Center will provide access to and assistance with applications and workstations that approach the leading edge of technology.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed one million volumes, and approximately 12,500 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College was among the first schools in the country to offer an online public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using video display terminals in all the libraries, and faculty may access the catalog from their houses or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 800,000 book volumes, 8,000 active serials, 1,000,000 microforms and 120,000 government documents, as well as a growing audio-visual collection. The O'Neill Library is a leader in the utilization of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus, a music listening facility, and microcomputers.

The School of Social Work Library, McGuinn Hall, contains a collection of over 30,000 volumes, 450 periodical titles, social work theses, doctoral dissertations and a growing media collection. The collection covers the history and philosophy of social work, its

methodology, and all aspects of social welfare services. The Library's collections and services support master's and doctoral programs offered at the main campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

The Bapst Library offers a circulating collection of contemporary literature and topical nonfiction and regularly sponsors programs, exhibits, and book displays as a part of campus cultural and educational activities. Approximately five hundred seats are available as study space, including the Graduate Study Area, an area designated for the use of Boston College graduate students only.

The Thomas P. O'Neill, Jr. Office is located on the fourth level of Bapst Library. The office houses furnishings and memorabilia from former Speaker of the House O'Neill's Capitol Office in Washington, D.C. Visitors are welcome from 10:00 a.m. to 4:00 p.m. weekdays, or by special arrangement.

The John J. Burns Library of Rare Books and Special Collections, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home of nearly one hundred thousand volumes, more than three million manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemera. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Educational Resource Center, located in Campion Hall, serves the School of Educa-

tion's faculty and students. The collection includes curriculum and instructional materials, educational and psychological tests, and educationally-oriented information technology.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, the Conte Forum, modular and apartment residences, and recreational and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract, which also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

Policy of Non-Discrimination

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status or handicap. Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies

of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

First semester tuition and fees are due by August 15, 1990.

Tuition first semester \$6,350.00

Second semester tuition and fees are due by December 15, 1990.

Tuition second semester—\$6,350.00

A \$100.00 late payment fee will be assessed on any account which is not paid by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after November 9, 1990 for first semester and April 12, 1991 for second semester.

Payment should be made by check or postal money order and mailed to the Student Account Office, More Hall 380, Chestnut Hill, MA 02167-3819. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees*

Application Fee (not refundable)	\$45.00
Acceptance Deposit. This deposit will be applied towards students' tuition in the second semester of their senior year. Students forfeit this deposit if they withdraw prior to completing their first semester. Students who withdraw after their first semester are entitled to a refund of this deposit (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for first semester, or December 1 for second semester.	200.00
Health Fee	210.00
Identification Card	15.00
Late Payment Fee	100.00
Recreation Fee—payable annually	120.00
Registration for new students (not refundable)	40.00
Tuition—payable semi-annually	12,700.00

Undergraduate Special Fees*

Certificates, Transcripts	2.00
Extra Course—per semester hour credit	423.00
Laboratory Fee—per semester	40.00–140.00
Mass. Medical Insurance	317.00 per year
(\$132.00 first semester, \$185.00 second semester)	
Nursing Laboratory Fee (payable for each clinical nursing course)	125.00
NCLEX Assessment Test	35.00
Exemption Examination	30.00–60.00
Readmission Fee	40.00
Special Students—per semester hour credit	423.00
Student Activity Fee	50.00 per year
(\$25.00 per semester)	

Resident Student Expenses

Board per semester	1325.00
Room Fee (includes Mail Service) per semester varies from \$1590.00–2125.00 (varies depending on room)	
Room Guarantee Deposit. Students accepted as residents are required to deposit a \$200 room guarantee fee. This fee is applied towards the student's first semester housing charges. A student who withdraws from housing will forfeit this fee unless written notification of the withdrawal is received by the Office of University Housing by August 15, 1990. Seniors do not have this fee applied to their first semester's housing charges; it is refunded after the second semester once any room damage charges have been assessed and deducted.	
	200.00

*All fees are proposed and subject to change.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Massachusetts Medical Insurance

Massachusetts State Law has mandated that as of September 1, 1989 all students taking at least 75% of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Boston College will offer all students the option of participating in the plan offered at the University or submitting a waiver form. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and are available upon request at the Student Account Office. The waiver must be returned by June 15, 1990 for the fall semester and by December 15, 1990 for the spring semester. Students who do **not** submit a waiver by the due dates above will automatically be enrolled and billed for the required Massachusetts Medical Insurance (see Special Fees, above.)

International Students: Please note that you are allowed to submit a waiver only if you have comparable insurance with a **United States or Canadian insurance company.**

Check Cashing

Students who present a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday–Friday, 9:00 a.m.–3:45 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:

First three checks returned	\$15.00 per check
All subsequent checks	25.00 per check
Any check in excess of \$2000.00	50.00 per check

Check cashing privileges are revoked after the third returned check.

Acceleration

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Accounts for extra courses taken during a regular semester at the rate of \$423.00 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only, and not to accelerate a degree program. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he/she will pay the regular Summer Session tuition for those courses.

Withdrawals and Refunds**Fees are not refundable.**

Undergraduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

by Sept. 14, 1990	80% of tuition charged is cancelled
by Sept. 21, 1990	60% of tuition charged is cancelled
by Sept. 28, 1990	40% of tuition charged is cancelled
by Oct. 5, 1990	20% of tuition charged is cancelled

Second Semester

by Jan. 25, 1991	80% of tuition charged is cancelled
by Feb. 1, 1991	60% of tuition charged is cancelled
by Feb. 8, 1991	40% of tuition charged is cancelled

by Feb. 15, 1991 20% of tuition charged is cancelled.

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Perkins (formerly National Direct Student) Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Stafford (formerly Guaranteed Student) Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for noninstructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Admission Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admission Office, Boston College, 140 Commonwealth Avenue, Lyons Hall Room 120, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	3
Algebra	2
Plane Geometry	1
Lab Science	2

Applicants to the School of Nursing must complete at least two years of a lab science, including a unit of Chemistry. Also, it is strongly recommended that applicants to The Wallace E. Carroll School of Management complete a fourth year of mathematics.

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT)

Three Achievement Tests in:

1. English;
2. Mathematics Level 1 or II; and,
3. Third Test of the applicant's choice

The SAT may be taken in either the Junior or the Senior year. The Committee on Admission will select the best combination of test scores when evaluating an application. The American College Test (ACT) is acceptable in place of the SAT.

Application Procedures

Students applying to Boston College should submit the Preliminary Application (available in the Admission Viewbook or Bulletin) by January 10 and the Secondary Application by January 25. When the student's completed Preliminary Application is submitted with the \$45 application fee, the Admission Office will mail the Secondary Application to the student. Candidates are notified of action taken on their applications between April 1 and April 15.

Superior students who are seriously considering Boston College may want to apply through the **Early Notification Program**. This would necessitate submitting the Preliminary Application by November 1 and the Secondary Application by November 15. Candidates will learn of the Admission Committee decision by December 15, but they will have the same deadline (May 1) as the other candidates to reserve their places.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit complete, official transcripts of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Admission-in-transfer is granted for the fall term beginning in September and for the spring term beginning in January.

The residency and tuition requirements for transfer students will be determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy.

Transfer students are required to complete a minimum of two years' work (the equivalent of 18 courses or 54 semester credit hours) (a minimum of 61 semester credit hours are required by the School of Nursing) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore status or above may not accelerate their academic program to advance the graduation date assigned by the Admission Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Please consult the Undergraduate Admission Bulletin for information on application dead-

lines, financial aid, and specific restrictions on the transfer of credit to particular undergraduate divisions. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admission. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 314, Boston College, Chestnut Hill, MA 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school. Advanced placement credit is awarded in specific areas as noted below.

English: Students receiving a 3 on the A.P. exam in English are required to take only one semester of the two-semester English Core requirement. Students receiving a 4 or 5 on the test are exempt from both semesters of the Core requirement.

History: The A.P. exam in American History does **not** fulfill the history Core requirement of two European history courses. The A.P. exam in European History does **not** fulfill the Core requirement, but does enable the student to take two higher-level European history courses to fulfill the Core requirement.

Natural Science: The A.P. exam in science does **not** fulfill the Core natural science requirement. Students who have taken the exam in science may take higher-level courses in the science in which they took the exam, but must still complete a year of science.

Social Science: Students receiving a 4 or a 5 on the A.P. test in either **Government** or **Politics** are exempt from **half** the social science Core requirement.

Mathematics/Computer Science: Students receiving a score of 4 or more on the **AB Calculus** exam, or a 3 or more on the **BC Calculus** exam, are exempt from the two-course Core requirement in mathematics. Students receiving a score of 3 or more on the exam in Computer Science are exempt from **half** the mathematics Core requirement for A&S and Education students.

Fine Arts: Students receiving a score of 3 or more on the Art History exam or the Studio Art exam are exempt from **half** the cluster Core requirement for A&S students.

A&S and CSOM Foreign Language Proficiency Requirement: Students receiving a score of 3 or better on the A.P. test, or a score of 500 or better on the Achievement Test in

French, German, Spanish, or Classics have fulfilled the language proficiency requirement.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Admission Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for advanced standing. Should fewer than 18 credits be earned, the student may still be excused from Core requirements; however, electives must be substituted for these Core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are required to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

AHANA* Admission Information

*AHANA is an acronym for African-American, Hispanic, Asian and Native American students.

Boston College welcomes and encourages applications from students of all backgrounds and cultures. Although the entire Admission Staff is charged with the task of recruiting culturally and ethnically diverse students for Boston College, a select group of admission professionals evaluate the applications from African-American, Asian, Hispanic and Native American students, reviewing these applications in light of the applicant's cultural and educational background. Each year, a small group of AHANA students is invited to attend Boston College through the Options Through Education Transitional Summer Program. This program is designed to assist those students who may have some educational disadvantages, but do demonstrate academic potential and motivation.

International Student Admission

Boston College welcomes the International applicant. The International Student Admission Program is responsible for the recruitment, processing and evaluation of all international applications. Students are expected to submit the same credentials (transcripts, recommendations, SAT's, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation.

Financial Aid

Boston College offers a variety of assistance programs to help students finance their education. A student wishing financial assistance must complete and file the following documents:

1. The Boston College Financial Aid Application/Validation Form
2. The Financial Aid Form (FAF)
3. A signed copy of student's and parents' most recent Federal Tax Return

The above forms generally become available in the Financial Aid Office (Lyons 210) each December for the following academic year. All students who receive financial assistance from or through Boston College are required to file a complete financial aid application each year.

Most forms of assistance at Boston College, whether institutional, federal or state, are awarded on the basis of financial need (possibly combined with academic performance or some other special skill). Need is defined as the difference between the total expenses of attending Boston College and the calculated ability of the family to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and, thus, tend to receive larger financial aid awards.

The University's estimate of a student's financial need is based on an analysis of the information supplied on the Financial Aid Form, the Boston College Financial Aid Application/Validation Form and the tax returns. A financial aid award or package will combine funds from various sources of assistance. These sources can include either institutional, federal or state funds and can be in the form of grant, loan or work. All students applying for financial aid are expected to make application to their own state scholarship program (residents of Massachusetts, New Hampshire, Connecticut, Rhode Island, Vermont, Pennsylvania, Maine, and Maryland) as well as to the Federal Pell grant program. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a \$2625 Stafford Loan (formerly Guaranteed Student Loan) each year. Students are also expected to work on a limited basis (10–20 hours per week) during the academic year.

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Financial Aid Office and the University may be required to adjust the aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet financial need and second, to reduce the self-help component (loan or work) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected.

It is the student's responsibility to know and

comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. A student receiving renewable Boston College Scholarship or Grant funds must maintain a cumulative average of 3.0 and 2.5, respectively, in order to keep the award. Academic performance is reviewed at the end of each year to determine renewal eligibility. Also, students receiving a Perkins Loan and/or a Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job *and* to return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, Evening) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the financial aid award. In addition, all financial aid applicants must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Students participating in the Junior Year Abroad (JYA) or Resident Assistant (RA) programs are encouraged to check with their financial aid counselor as this program may affect receipt of Boston College Scholarship or Grant funds.

Specific information on the various programs, conditions, and procedures, and the various financial aid deadline dates, can be found in the Boston College Student Guide, the Boston College Financial Aid Application/Validation Form, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these sources as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on *new, additional* information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor. Students who have lost Boston College Scholarship or Grant funds due to failure to maintain the required cumulative average have the right to appeal that decision. The student may appeal to request additional aid to meet any unmet need created by the loss of a renewable award; or to appeal the actual withdrawal of the guarantee on an award by presenting any extenuating circumstances that may have affected his or her past academic performance.

When applying for financial aid, the student has the right to ask:

—what the cost of attending is, and what the

policies are on refunds to students who drop out.

- what financial assistance is available, including information on all Federal, State, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an *explanation* of each type of aid, and the amount of each, in their financial aid award package. Students receiving *loans* have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a *Work-Study* job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Financial Aid Office of any change in their status.
- attend an Entrance Interview if he or she is a new loan borrower.
- attend an Exit Interview prior to withdrawal or graduation.

Student Services

AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In

addition to these services, the office assists various AHANA student organizations in developing and implementing cultural programs.

Options Through Education Program:

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admissions Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas: English and Mathematics. In addition to a focus on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Center

Career planning can begin as early as freshman or sophomore year, allowing for ample time during one's college years to research and explore career fields which encompass one's interests, values, and skills.

The Career Center provides workshops, individual counseling and informational resources on all aspects of career decision-making, and, for those seeking summer jobs or full-time employment, assistance with the techniques involved in job-hunting.

The workshop Career/Life Planning is especially valuable in providing a focus for career exploration. From this workshop, students move into active use of the Center's wealth of occupational information. The Center's Career Resource Library contains books, files, and videotapes on career fields, graduate schools, specific employers, and job-hunting techniques. DISCOVER, an easy-to-use computerized career guidance system, provides interest and skill assessment, as well as descriptive information about more than 400 careers. The Alumni Career Network consists of 700 alumni volunteers who host students at their workplaces and discuss the realities of their career fields.

The Boston College Internship Program provides a clearinghouse of career-related internships enabling students to integrate coursework with practical field experience.

For the job-hunting student, the Center provides group and individual advising in resume-writing, interviewing, and job-hunting techniques; an on-campus recruiting program; current job listings; and a credentials service.

There's something for everyone, freshmen through graduate students and alumni, from every school and major, at the Career Center. Visit the office at 38 Commonwealth Avenue and pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, ext. 3475.

Counseling and Mental Health Services

The Counseling Services (three units), located on the main campus, provides assistance to full-time students in matters pertaining to personal adjustment and mental health concerns. Provisions for short-term individual counseling and psychotherapy are included among the services. The Counseling Services also provides a limited number of counseling groups each year. Students desiring to consult a counselor may request an appointment at any one of the Counseling Offices on campus (Gasson 108; Fulton 201; Campion 301).

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, international student services, and orientation. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and Walsh Cafeteria on Lower Campus. In addition, students can use their Meal Plan in the Golden Lantern Restaurant, Grocery convenience stores, The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Ave. and Greycliff dormitories. The cost of the full Meal Plan for the 1990-91 year is \$1,325.00 per semester or \$2,650.00 per year.

Optional meal plans are available to all other students living in on or off-campus apartments, or to commuters. Rates vary.

Further information can be obtained by contacting the University Meal Plan Office, 552-3533 or X3533, Lyons Hall 1B. A Dietician is available to those students with special dietary needs or restrictions by calling 552-3178 or X3178.

Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office on the appropriate section of the application form. This information will not affect the decision on admission; rather, it will give the Uni-

versity the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding building and program accessibility for students with physical disabilities, contact John Hennessy, Coordinator of Services for Physically Challenged Students, Gasson Hall 108, (617)552-3310. For more information regarding services for students with learning disabilities, contact Dr. David John Smith, University Counseling Services, Gasson Hall 108, (617)552-3310.

Health Services

The primary goal of the University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Boston College requires that all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee may request a waiver from University Health Services Office in Cushing Hall during the first two weeks in September. All students may have access to the facilities for first aid or in the case of an emergency.

The Health/Infirmary Fee is specifically for medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all full-time students be covered by an Accident & Sickness Insurance Policy so that complete protection may be assured in case of hospitalization or other costly outside medical services. (See Massachusetts Medical Insurance, above.)

An informational brochure entitled *Health Services Student Guide* is available at University Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Immunization: Massachusetts State Law requires all college students born after 1956 to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus and diphtheria. Students who fail to provide evidence of immunization may be prevented from registering and attending classes.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

Lower Campus

Edmond's Hall Apartment Complex The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 795 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, apartment units house pri-

marily upperclassmen. Subscription to the University Meal Plan is optional.

Hillside-Rubenstein Apartment Complex This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

Vouté Hall and 80 Commonwealth Avenue These apartment-style residence halls were completed in the fall of 1988. Each two-bedroom apartment has a full kitchen, dining, and living room plus a full bath. 384 upperclassmen reside in these fully-furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries and a weight room. Subscription to the University Meal Plan is optional.

Modular Apartment Complex The Modular Complex consists of 86 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to seniors. Subscription to the University Meal Plan is optional.

Michael P. Walsh, S.J. Residence Hall This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 799 male and female students. Each eight-person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a 650-seat dining hall, a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

Sixty-Six Commonwealth Avenue is located on the Lower Campus. This upperclassman facility houses 144 students in predominantly single accommodations. Each room is fully furnished and additional lounge areas are provided on every floor. The building also has a chapel where weekly masses are conducted. Subscription to the University Meal Plan is mandatory.

Upper Campus Residence Halls

These are standard residence halls with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and shades. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus Residence Halls

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to

many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus, as well as a library and a chapel.

Special Interest Housing

The University also offers special interest houses for students. Shaw House on the Upper Campus houses 19 undergraduates in the Honors Program. Special educational programs are sponsored by the House during the year. Greycliff Hall houses 40 undergraduate students interested in the Romance Languages of French and Spanish. Two teaching assistants live in the facility with the students and moderate the three-credit conversation course offered to the residents. The 9th floor north wing of Edmond's Hall provides 24-hour quiet housing. These four-person units house primarily upperclassmen.

Off-Campus Housing

The University leases four residence facilities for unmarried graduate students. It also operates an Off-Campus Housing Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. From June 1 to September 1, the office is open Monday through Friday, 10:00 a.m. to 7:00 p.m., and Saturday 10:00 a.m. to 3:00 p.m. No listings are available by mail.

In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating students.

Academic Regulations

Note: In addition to being familiar with the Academic Regulations and degree requirements in this University section of the Bulletin, students are expected to know the Academic Regulations and degree requirements of their own college printed on subsequent pages. Students should not rely on oral representations regarding academic regulations or degree requirements. Any questions regarding degree requirements should be referred directly to the Office of the University Registrar.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5, with the exception of the College of Arts and Sciences, which requires a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. In the summer, the University Registrar sends each undergraduate degree candidate an evaluation of remaining degree requirements. Core and major requirements stated in the Bulletin may, in exceptional circumstances, be waived or substituted by the student's Dean or major department. Such exceptions must be communicated in writing to the Office of the University Registrar. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation

and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education Core requirements to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following:

- 2 in English
- 2 in European History
- 2 in either Natural Sciences or Mathematics
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Philosophy
- 2 in Theology

For specific Core requirements in the individual schools in the University, students should consult the appropriate sections of this Bulletin.

Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such "I" grades will automatically be changed to "F" after six weeks in the semester following the semester in which the course was taken.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B -	2.67	D +	1.33
A -	3.67	C +	2.33	D	1.00
B +	3.33	C	2.00	D -	.67
B	3.00	C -	1.67	F	.00

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the

situation and/or to obtain information about relevant grievance procedures.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to semester averages: First Honors (3.700–4.000); Second Honors (3.500–3.699); Third Honors (3.300–3.499).

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades. Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's eight-semester cumulative average.

Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Student Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which may have been missed. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. While cumulative averages for academic majors are made available to students who are currently enrolled, these averages are not maintained as part of a student's permanent academic record. Only the student's final *overall* cumulative average appears on the permanent record (transcript).

Transcript requests must be submitted in writing to:

Transcript Requests
Office of the Registrar
Lyons Hall 101
Boston College
Chestnut Hill, MA 02167

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy). University policy prohibits the issuance of partial transcripts.

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences
Dean Green—Gasson 109
Dean McHugh—Gasson 104
Dean O'Keeffe—Gasson 109
School of Education
Dean Casey—Campion 104A
School of Management
Dean Bowditch—Fulton 214T
School of Nursing
Acting Dean Murphy—Cushing 203

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and complete an exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to reenter Boston College, must apply through Transfer Admission.

To assure reenrollment for a particular semester following leave of absence or participa-

tion in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

Special Programs (Non-degree)

Cross Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form are available in the University Registrar's Office, Lyons 101.

Junior Year Abroad

The aim of the Junior Year Abroad is to enable students to become fluent in a foreign language and better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must 1) have a 3.0 average in the major and approximately the same in general average; 2) have completed a significant number of courses in the major and have made substantial progress on Core requirements; 3) have the approval of the chairperson of the major department; and 4) have adequate proficiency in the language of the country in which he/she plans to study.

Students should begin the application process by contacting the Junior Year Abroad Office early in their sophomore year. Final approval will be given by the Deans on the basis of students' grades at the end of the sophomore year.

Irish Studies at University College Cork

Irish Studies offers a junior year Irish Studies Program at University College, Cork which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

The PULSE Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience—whether tutoring a Laotian refugee, advocating for an elderly person before a government agency or befriending an abused child—provokes some of the most basic philosophical and theological questions: "What does it mean to be a person? What constitutes justice for the poor and powerless? What does God call me to do?"

Opportunities for field experience are available in a variety of different neighborhoods and social service agencies. Included in the range of placements are crisis-counseling services, community action groups, residences for retarded citizens, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

Supervision of student work includes on-site meetings with indigenous staff supplemented by meetings on campus with a student coordinator. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and constructive feedback.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student's experience. Some recent workshop topics have been Homelessness and Limit Setting.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

The Program for the Study of Faith, Peace and Justice

This program offers students the opportunity to examine and intensify their faith commitments and to explore the significance of these commitments for the task of bringing about just and peaceful solutions to national and international problems. The Program

sponsors courses, campus events, and special activities for its participants.

Students who meet the academic requirements of the Program (see the section on "Minors" in the College of Arts and Sciences section of this Catalog) may minor in Faith, Peace and Justice Studies. Alternatively, students may choose to concentrate on faith, peace, and justice concerns within their major field. In either case the same pattern applies, namely, an introductory course (UN 160, The Challenge of Justice), four intermediate courses taken with the advice and consent of the Director, and, finally, UN 590, the Senior Seminar Project.

Campus events include speakers, religious ceremonies, and student-faculty conferences and less formal exchanges on issues of faith, peace, and justice. Special activities for participants of the Program include retreats, evening discussion sessions with faculty, and a year-long discussion among juniors concerning a special issue within faith, peace, and justice studies.

For further information please contact Prof. James Rurak, Gasson 109, X3886.

Reserve Officer Training Programs

Army Reserve Officer Training Program

In cooperation with Northeastern University, the Army Reserve Officer Training Corps (ROTC) Program is offered to qualified Boston College students. Through the Extension Center at BC, a majority of the classes, drills and training are conducted on the BC campus. The Basic Course (freshman/sophomore) involves about two hours per week with no service obligation, while the Advanced Course (junior/senior) results in a second lieutenant's commission and a service obligation.

Advanced Course students receive \$100 per month while in school. ROTC Scholarships of 2 and 3 years are available to qualified students (4 years are available to selected Nursing students) and include 80% of tuition, books, fees, and academic supplies, plus \$100 per month while in school. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25) at X3230, or refer questions to Associate Dean for Student Development Michael Ryan, X3470.

Navy Reserve Officer Training Program

Boston College students may cross enroll in Navy Reserve Officer Training at Boston University. Two, three, and four year programs exist, and scholarships (all expenses except for room and board, with a \$100 per school month stipend) are available for two, three, or four years for qualified students. A Marine Corps Option program is available. All classes and drills are held at Boston University. Scholarship students incur a service obligation of four years' minimum active duty, while non-scholarship juniors and seniors incur a three-year active duty obligation. For further information, please contact Associate Dean for Student Development Michael Ryan, X3470, or the Department of Naval Sciences, Boston University, (617) 353-2535.

Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000–299	Courses for undergraduate registration
300–699	Courses for undergraduate and graduate registration. For Education courses, this range is 300–399
700–999 (F: 3) or (S: 3)	Courses for graduate registration
(F, S: 3)	A 3-credit course that will be offered either in the fall or in the spring.
(F: 3–S: 3)	One course which will be offered in the fall and in the spring, but may be taken only once for 3 credits.
(F: 3–S: 3)	A two-semester course that can be taken both semesters for a total of 6 credits.



College of Arts and Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student takes fourteen courses from the Core curriculum. These courses introduce a student to the variety of ways of interpreting the world and lead to a greater understanding of the methodologies and content of the different disciplines.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences. Students are subject to the major requirements as published for the year in which they entered Boston College.

The fields in which majors are available are: Art History, Biochemistry, Biology, Chemistry, Classical Civilization, Classics, Communication Studies, Computer Science, Economics, English, Environmental Geosciences, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Theater Arts, Studio Art, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas.

Academic and Career Planning

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major and in the selection of courses in the major, in the Core curriculum, and to fulfill electives. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students must meet with their faculty advisor before pre-registration for each semester. They should also broadly consult with other faculty, students, the Deans, the Premedical and Pre-Law advisors, the Counseling Office, and the Career Center. Potential employers and professionals outside the University can also help ensure that all academic

options have been considered and that plans are properly laid for meeting post-graduate objectives.

It is not necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. However, it should provide preparation for graduate study in the major field or a related field. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by the professional schools or employers, the student might effectively prepare for any one of a wide variety of careers, perhaps for one not foreseen while the student is in college.

Academic Regulations

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Catalog except where a different date is explicitly stated in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Within this requirement, all students must complete the 14 course Core curriculum and a major of at least 10 courses and must fulfill the language proficiency requirement. Thirty-two of the required 38 courses must be in Departments of the College of Arts and Sciences. The remaining 6 courses may be chosen from the offerings at the Boston College professional schools.

1.2 The following 14 courses comprise the Core curriculum and are required of all students:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Social Science (Economics, Political Science, Psychology, or Sociology)

and either:

- 2 courses in Mathematics
- or
- 1 course each in Fine Arts and in Speech Communication & Theater

Identification of the courses which will satisfy the Core in each department can be determined by contacting the department and by reference to each semester's *CoRSS* Booklet.

1.3 All students in the College of Arts and Sciences must before graduation demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by a satisfactory score on a standardized exam, by passing an exam administered by a Language Department, or by successful completion of the sec-

ond semester of course work at the intermediate level or one semester above the intermediate level. Fulfillment of the proficiency requirement by examination does not confer course credit.

1.4 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.5 It is possible for a student to major in two fields, but for each major all requirements must be satisfied, *and no course may count towards more than one major* or towards a major and a minor.

Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans. Students should make up deficiencies as soon as possible (see 5.4). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval during the drop-add period. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Students who obtain Dean's approval to overload should register for the sixth course during the Drop/Add period, and must notify the Dean by the sixth week of classes whether they wish to drop the course or keep it for credit. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration will be charged at the prevailing credit-hour rate.

2.4 The only courses which a student, after admission to Boston College, may apply towards an Arts and Sciences degree (whether for Core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- subject to certain restrictions, courses in

the Evening College of Arts and Sciences and Business Administration.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

1. Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
2. Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.
3. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-freshmen are eligible to enroll in a course on a Pass/Fail basis. Approval must be obtained from an Arts and Sciences Dean during the registration or Drop/Add periods.

3.2 No student may take more than 6 Pass/Fail courses for credit towards a degree.

3.3 Courses taken to fulfill Core or major requirements and any language courses taken before the language proficiency requirement is fulfilled may not be taken on a Pass/Fail basis.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

- a. At any time before the senior year, a student may be exempted from taking courses in a Core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.
- b. Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will pass five courses each semester for the first three years and four courses each semester senior year. Students who do not meet these expectations because of failure, withdrawal or underload will incur course deficiency(ies). In order to remain in the College a student must maintain a cumulative average of at least 1.5 for the first five semesters and have a cumulative average of 1.667 in order to begin senior year and to graduate.

5.2 A student who has incurred three or more deficiencies will be required to withdraw from the College at the end of the semester in which the student has incurred the third deficiency. A student whose cumulative average falls below 2.0 or who incurs two deficiencies is automatically on academic warning. The Deans of the College shall notify any student on academic warning and require that student to obtain appropriate academic advice.

5.3 A student who has been required to withdraw because of three or more deficiencies may be eligible for readmission. To be eligible for return a student must fulfill the conditions specified by the Dean's letter of withdrawal. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the College.

5.4 A student who by failure, withdrawal or underload lacks the number of courses required by his or her status must make up the deficiencies. Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled. Deficiencies may be made up by taking courses in the summer session or part-time division of Boston College or another accredited 4-year college. All such courses must be approved beforehand by an Arts and Sciences Dean and the student must earn a minimum grade of C-. With special permission, a student may make up deficiencies by passing additional courses at Boston College in a regular academic year. A deficiency should be made up as soon as possible after it has been incurred.

5.5 No more than three approved 3-credit courses or their equivalent from any one summer will be accepted to make up deficiencies. No more than eight approved 3-credit make-up courses or their equivalent will be accepted for degree credit.

5.6 Appeals on matters of fact involved in required withdrawal or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the regulations involved in required withdrawal or readmission may be carried to the Dean of the College of Arts and Sciences for final adjudication.

Course Requirements

6.1 Students are expected to attend class regularly, take tests and submit papers and other work at the times specified in the course syllabus by the professor. A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

6.2 A student who must miss class for an extended period of time (a week or more) should bring documentation of the difficulty to the class Dean. The Dean will notify course instructors of the reasons for a student's absences and request reasonable consideration in making up work that has been missed, but final arrangements for completing course work are entirely at the discretion of the course instructor.

There are situations where a student misses too much work and too many classes to be able to complete the course satisfactorily. In such cases, it is advisable to withdraw.

6.3 Students are responsible for taking all tests, quizzes, and examinations when they are given and have no automatic right to be given a make-up examination. They are also responsible for submitting all written work for a course to the instructor by the published deadline. Professors are not obliged to accept any work beyond the deadline or to grant extensions.

6.4 A faculty member who grants a student an extension at the end of a semester must notify an Arts and Sciences Dean at that time. Otherwise, the Deans will not approve a change of grade for that course.

Leave of Absence

7.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Honesty

8.1 The College expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, or dishonesty, or collusion in another's dishonesty is a fundamental violation of these norms. It is the student's responsibility to understand and abide by these standards of academic honesty.

Cheating is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. This includes data falsification; the fabrication of data; deceitful alteration of collected data included in a report; copying from another student's work; unauthorized cooperation in doing assignments or during an examination; the use of purchased essays or term papers, or preparatory research for such papers; submission of the same written work in more than one course without prior written approval from the instructor(s) involved; and dishonesty in requests for either extensions on papers or make-up examination. *Plagiarism* is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgement, and presenting them as one's own. *Collusion* is assisting or attempting to assist another student in an act of academic dishonesty.

As part of their scholarly development, stu-

dents must learn how to work cooperatively in a community of scholars and how to make fruitful use of the work of others without violating the norms of intellectual honesty. They have a responsibility to learn the parameters of collaboration and the proper forms for quoting, summarizing, and paraphrasing. Faculty advisors and other faculty members can give additional information and instruction in this area.

A faculty member who detects any form of academic dishonesty has a responsibility to take appropriate action. The faculty member also has the responsibility to report the incident and penalty to the Department Chairperson and to the appropriate class Dean. The report will remain in the student's file in the Dean's office until the file is destroyed.

If the gravity of the offense seems to warrant it or if the faculty member prefers that another academic authority decide the matter, he/she may refer the case to a Dean. In addition, if the student feels that a faculty member's decision is unfair or excessive, he/she may choose to have the matter adjudicated by an Associate Dean or by an Administrative Board.

8.2 If an Associate Dean adjudicates the matter, he/she will interview the student, the faculty member bringing the charge and other appropriate persons and review all the evidence submitted by the student and/or faculty member. Any appeal from the decision of an Associate Dean shall be to the Dean of the College. The student must file this appeal in written form within 10 days of the date of the Associate Dean's decision. The decision of the Dean is final.

8.3 An Administrative Board shall be composed of three people from the College, i.e., an Associate Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

The Board shall submit its recommendations to the Dean of the College who shall review the report, make a final determination and communicate the decision to the student. The decision of the Dean is final.

Procedure of Appeal

9.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

9.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

9.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of

the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

10.1 Students in the schools of Education, Management and Nursing may apply for transfer to the College of Arts and Sciences at the end of their freshman year.

10.2 Students transferring into the College of Arts and Sciences will ordinarily be expected to have a cumulative average of at least 3.0 and no deficiencies. All students must complete at least 3 semesters of full-time study in A&S after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

Grade Change

11.1 Grades submitted by faculty at the end of each semester are considered final grades unless the faculty member has granted a student an extension to finish course work and so notified the Deans. Such extensions should only be granted for serious reasons, e.g. illness. Any other grade changes should be made only for exceptional reasons. All grade changes, including those for extensions, must be submitted to the Deans for approval no later than 6 weeks after the beginning of the semester following that in which the course was initiated. Incomplete grades which are not changed within the 6-week deadline will become F's and will be considered final grades.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude to the next 15%. The percentages are based on the student's 8-semester cumulative average.

Special Academic Programs

The Honors Program

The Honors Program offers gifted students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. About seven percent of entering A&S freshmen are invited to join the program each year, on the basis of their high-school records, recommendations of teachers, and SAT scores. Occasionally other students whose performance in freshman year warrants it may be considered for admission to the Honors Program for sophomore year. They should inquire during second semester at the office in Gasson 102. In order to remain in the program students must ordinarily maintain a GPA of at least 3.33.

Students in the Honors Program complete a major in one of the regular A&S departments. In addition they must satisfy the following Honors Program requirements:

Western Cultural Tradition I-VIII: In freshman and sophomore year students are required to

take this intensive course, for six credits each semester (a total of 24 credits). It substitutes for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the 20th century. Primary emphasis is on the texts, i.e. this is not a survey course. Each section has approximately 15 students, and is conducted as a seminar. Attendance at class and active participation in discussion are required. There are frequent paper assignments.

Junior Honors Seminar: In their junior year students take at least one of a number of specially designated seminars, which focus in depth on salient topics or unfinished questions from the material of the *Western Cultural Tradition* course.

Honors Thesis: Seniors are required to write an honors thesis (unless they do a Scholar of the College project) under the direction of a faculty member in any department of the university. The thesis is ordinarily done for six credits and extends through both semesters of senior year.

Only students who have fulfilled these requirements satisfactorily and achieved a GPA of 3.3 or higher will have on their permanent records the designation that they have "completed the requirements of the A&S Honors Program."

Scholar of the College

The Scholar of the College Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of a faculty member. Candidacy in the Scholar of the College Program is extended to juniors with a 3.3 average who have demonstrated exceptional achievement, maturity, scholarly interest or creative skill and have been nominated by the chairperson of the appropriate department and selected by the Dean of the College of Arts and Sciences. Application for candidacy, an outline of the proposed project and nominations must be submitted to the Dean by mid-November of the junior year if the student is a January graduate and mid-April of the junior year if the student is a May graduate. Upon satisfactory completion of the Scholar's Project, the candidate is given the distinction of Scholar of the College at commencement in May.

Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with special inter-

ests or needs which cannot be satisfied in a regular major, or double major, the Educational Policy Committee will approve an extra-departmental major called an Independent Major. A student who wishes an Independent Major must plan, with the aid of a faculty advisor, a program involving at least twelve upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major. Each proposed major should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major must ordinarily be the student's only major.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year, at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn 135, the Departments of Psychology and Sociology (McGuinn), and the Dean's Office (Gasson 109).

Bachelor's-Master's Program in Arts and Sciences

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to an exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by the Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

Minors in the School of Education for Students in Arts and Sciences

Secondary Education

Students majoring in Biology, Chemistry, English, History, Mathematics, French, Geology, Spanish, Speech Communication and Theater or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the second semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development I and II, Psychology of Learning, Educational Measurement, Introduction to Children with Special Needs, Early Childhood Development.

Arts and Sciences students completing minors in the School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

Programs in Computer Science

There are three courses of study in computer science open to qualified students. Arts and Sciences students may either major, minor, or take a concentration in computer science. The major and minor programs are described in the the College of Arts and Sciences section of this Catalog under "Computer Science"; the concentration program is described under "Computer Science" in the Carroll School of Management section.

Premedical/Predental Program

The Premedical/Predental Program at Boston College is not an academic major, but rather a program of study and system of advising designed to help students consider carefully the various career opportunities in the health professions, guide their academic preparation, and assist them in securing admission to medical and dental schools and other graduate programs in the health professions. The program is overseen by a faculty Advising Committee and is directed by the Premedical/Predental Advisor.

Medical and dental schools clearly prefer applicants who have excelled in a particular field of study while demonstrating a high degree of excellence in the basic sciences. A premedical or predental student at Boston College may therefore select a major in any of the natural or social sciences or humanities. He or she, however, is also expected to take one full year of each of the four basic introductory laboratory sciences (General Chemistry, Organic

Chemistry, Biology, and Physics) and pursue a liberal education within the context of the College's core requirements. Many medical schools also recommend that applicants include one year of Calculus and at least some upper-level science courses among their electives. Dental schools in particular, are interested in students with a diversified program of study in both the sciences and the humanities.

Application to medical or dental schools is normally made in the summer before the beginning of senior year. Since the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) and all required course work must be completed before application, it is strongly recommended that all the required courses in science and mathematics be completed by the end of the junior year. A basic program of study for a premedical or predental student includes General Chemistry, Biology, and Calculus freshman year; Organic Chemistry sophomore year; and Physics junior year. Other program sequences are acceptable, however, and may be better suited to a particular student's interests and preparation. These options should be discussed with the Premedical/Predental Advisor.

While the competition for places in dental schools is not as keen as that for medical schools, applicants to either of the professional schools must be concerned with presenting the strongest possible credentials for admission. Premedical and predental students must therefore be prepared to continually evaluate their interests and achievements. Some may wish to consider other career opportunities within the health professions and in other areas.

There is a wide variety of academic routes to medical or dental school. Applicants with slightly lower grades in unusually challenging programs of study are at least as attractive to medical and dental schools as those with strong grades in less demanding programs. Therefore, all premedical and predental students, particularly those who are concerned about their credentials and interested in ways of improving them, should consult closely with the Premedical/Predental Advisor throughout their undergraduate years. Further information can be obtained from the Premedical Advisor, Dr. Walter Fimian, Gasson 102, (X3316).

Greycliff French and Spanish Language Houses

Greycliff is a living/learning residence designed to encourage the development of oral proficiency in French and Spanish.

Residents are required to attend a weekly conversation hour for Greycliff students, under the supervision of a teaching fellow. After completion of two semesters of this program, Greycliff residents will receive 3 course credits (see listing in Romance Languages and Literatures course offerings).

Junior Year Abroad

The aim of the Junior Year Abroad is to enable students to become fluent in a foreign language and understand better a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must 1) have a 3.0 average in the major and approximately

the same in general average 2) have completed a significant number of courses in the major and have made substantial progress on core requirements 3) have the approval of the chairperson of the major department 4) have adequate proficiency in the language of the country in which he/she plans to study.

Students should begin the application process by contacting the Junior Year Abroad Office (Gasson 106) early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major or minor program; all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

Minors

A minor in the College of Arts and Sciences must: consist of six courses; contain a required course of an introductory nature; aim for some kind of coherent shape appropriate to the subject matter and offer the student courses which give him or her a sense of definite movement—from a beginning to a middle and an end, from introductory to advanced levels, from general treatments to specialized treatments, etc. Courses counted toward a major may not also count toward a minor. No more than one Core course taken as part of a minor can also be counted as part of the College Core requirement. Students who are double majoring may not minor and no student may have two minors. In the case of interdisciplinary minors, the student's program must include courses from three A&S departments.

Each minor will be administered by a committee, consisting of a Chairperson appointed by the Dean, and members who serve at the will of the Chair. One important function of this committee is the advising of students enrolled in the minor.

With the exception of the restrictions noted above, minors are open to all Arts and Sciences students and the courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions below.

American Studies

American Studies is an interdisciplinary program created by the departments of English, Fine Arts, History, Political Science, and Sociology to expose students to a wide range of approaches to American culture. Students are encouraged, with faculty advisement, to design a minor program which can either contribute to their major or provide a separate area of study altogether.

The American Studies minor consists of three levels. Students shall, prior to the end of the fall semester of their junior year, take two semesters of an introductory sequence *outside* their major. The following sequences will be

accepted: 2 of the 3 semesters of Major American Writers (EN 230–231–232); Arts in America I & II (FA 263–4) American Architecture (FA 267) or Art Since 1945 (FA 356) can be substituted for either of these courses; or the following combined sequence: Social Problems (SC 049) and either Politics & Government in America (PO 024) or The American National Government (PO 302).

Then, in his or her senior year, each student will take *one* course, designated in the previous year as the American Studies seminar. This course will be interdisciplinary in nature. In the event that enrollment in the Minor is high, more than one course may be so designated. In 1990–91, the seminar will be Consumer Culture in America, taught in the fall of 1990 by Prof. Smith of the History Department.

Finally, in his or her junior and senior years, each student shall take three courses, again outside the major, and in at least two departments, which constitute some area of focus within the study of American culture. Possible headings under which courses could be grouped include: The Culture of Boston; Gender and Society; Immigration and Ethnicity; and American Modernism.

For further information on the American Studies minor, and application forms, see Prof. Christopher Wilson, Carney 349 (X3719), Prof. James Wallace, Carney 453 (X3712), or Prof. Judith Smith, Hovey House (X8456).

Asian Studies

The Asian Studies program enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. The student may select appropriate courses from the offerings of several departments, may design an Independent Major, or may complete an Asian Studies minor.

The requirements for the latter are as follows: 1) 2 courses in Chinese/Japanese language beyond elementary level, 2) 1 course in Asian history, 3) 1 additional course in Asian history or one course in Asian politics or diplomacy, 4) 2 approved elective courses from two of the following areas: Art History (FA), Philosophy (PL), Theology (TH), Political Science (PO), Literature or a second Asian language (SL), and 5) senior research paper, directed, on an approved topic.

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission, in advance, from the Asian Studies Committee. The Committee will not permit courses being used for a major to apply also to the Asian Studies minor.

Further information is available from the Director, Prof. Michael Connolly, Slavic and Eastern Languages Department, Carney 238 (X3914).

Biblical Studies

The minor provides a special concentration in Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. The minor consists of six courses to be distributed as follows: 1) two introductory level courses (Core level): one an introduction to Hebrew Scriptures and one an introduction to the New Testament; 2) two upper level (level two and three) courses in the interpretation of particu-

lar books of the Bible or in special topics; and 3) two elective courses, including courses in biblical languages, archaeology, and ancient history.

For more information contact Prof. Pheme Perkins, Theology Department, Carney 409 (X3889).

Black Studies

Black Studies at Boston College is an interdisciplinary program which offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts students may pursue a variety of approaches to understanding the black experience.

The minor in Black Studies requires six courses, to be distributed over three departments. Students interested in the minor should enroll in BK 104–105 (HS 283–284) Afro-American History I, II in their sophomore year. They will choose three electives: of the three, one must be in either literature or sociology and one must be concerned with Africa or with the Caribbean. The minor culminates in a seminar or senior project. Black Studies course offerings are cross-listed with several Arts and Sciences departments; for descriptions of Black Studies courses offered in 1990–91, refer to the department listings for English, History, Sociology, Speech Communication and Theater, and Theology. Students interested in the minor should see Prof. Amanda Houston, Lyons 301 (X3238).

Black Studies at Boston College has also developed a unique and significant specialization in local black history. A course in Boston's black history is offered annually and the program regularly sponsors a conference on "Blacks in Boston." For further information, consult Amanda Houston, Director, Black Studies.

Church History

The minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper level courses, the student can focus on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the theology and the history departments.

The normal requirements are: 1) a required, two-semester introductory survey, TH 150–151, *The Christian Community: A History*; 2) two courses approved by the director of the minor program, in either the same historical period or in closely related periods; e.g., 2 early church history courses; or 1 early church history course and 1 medieval course; 2 Reformation courses; or 1 Reformation course and 1 modern European course; or 1 modern European course and 1 American course; and 3) two upper level electives.

Normally, a student may not use the same course to satisfy both major and minor requirements. A student should be aware that if a course is not offered in his/her field of interest, many faculty will agree to a private course of directed readings. The student will choose or be assigned an advisor from the faculty af-

filiated with the minor. Inquiries should be addressed to the director. Director of the minor is Prof. James Weiss (Theology), assisted by Profs. Donald Dietrich, Ellen Ross, Margaret Schatkin, Thomas Wangler and Stephen Brown (all Theology), Benjamin Braude, Alan Reinerman, Virginia Reinburg (History) and others.

Cognitive Science

The Cognitive Science minor aims to introduce students to the new and exciting field of Cognitive Science. Cognitive Science is a new interdisciplinary field which seeks to understand learning, thinking, perceiving, remembering, and understanding by looking at them from an *information processing point of view*. It draws its ideas from Psychology, Linguistics, Computer Science, Philosophy, and Neuroscience.

The minor is intended to let students learn to understand, and perhaps contribute to, this field while at the same time developing a better understanding of how their own minds work and a better ability to work across the borders of traditional disciplines.

The minor requires six courses outside the student's major field. 1) Three foundation courses: PS 147, Cognitive Psychology, MC 140, Computer Science 1 (or MT 550, Introduction to Structured Programming), and PL 314, The Mind and Its Body. 2) Three courses from one of the following tracks: a) *Machine Intelligence*: MC 373, Robotics, MC 359, Artificial Intelligence, MC 358, Lisp and Prolog. b) *Perception*: PS 073, Introductory Psychology, PS 140, Sensory Psychology, PS 143, Perception. c) *Cognition*: PS 143, Perception, PS 144, Memory and Learning, PS 251, Psychology of Language. d) *Language*: (1) SL 311, General Linguistics. (2) A topic in linguistics which can be fulfilled by one of the following: SL 344, Syntax and Semantics, or SL 351, Topics in Linguistic Theory, or SL 399, Semiotics and Structure. (3) A course in the psychology of language (such as PS 251) or in the philosophy of language (such as PL 574). e) *Neuroscience*: PS 140, Sensory Psychology, BI 552, Developmental Neurobiology, PS 150, Physiological Psychology, PS 187, Brain Damage and the Mind, PS 642, Cognitive Neuropsychology. f) *Theory*: PL 577, Introduction to Symbolic Logic, MC 385, Theory of Machines and Languages, or MT 585, Automata and Formal Languages, SL 311, General Linguistics. g) *Philosophy of Mind*: PL 574, Approaches to Language, PL 577, Introduction to Symbolic Logic, PL 615, British Empiricism, PL 661, Aristotle's Scientific Method, PL 768, Insight. *Students may not take a track in their major.*

Interested students should contact the Director, Prof. Jeanne Sholl, McGuinn 343 (X4554).

Faith, Peace, and Justice Studies

Faith, Peace, and Justice do not always seem compatible; an unjust peace may breed violence; an overzealous faith may attack the civil rights of non-believers. Still, the Judeo-Christian, and other major faith traditions attest to the power of God to heal worldly divisions and promise various forms of reconciliation to earthly strife. How these attestations and promises relate to the work for peace and justice is the question this minor is organized to explore. In this way, the academic discipline serves those who hope that their own faith and

desire to live it more intelligently may contribute to peace and justice in the world.

Faith, Peace, and Justice minors are given the opportunity and challenge to design their own interdisciplinary program of studies. This program, assembled by the student with the advice of an FPJ faculty advisor and requiring the approval of the FPJ director, follows a sequence of three stages: 1) general introduction, 2) structured exploration, 3) integrative synthesis. The introduction is provided by UN 106 "The Challenge of Justice." Integrative synthesis is accomplished during the senior seminar, UN 590. In between, exploration is structured by the student's choice of one course in each of the following four areas: a) Information and/or Interpretations on the Human Condition; b) Foundations in Faith for Peace and Justice; c) Resources for Maintaining Order or Promoting Change; d) Methods for Reconciling Conflicting Claims and Forces.

Each registration period, the FPJ director will make available a list of selected courses so classified. The classification is open to discussion in the context of student advisement. Faculty advisement and consent of the FPJ director are aimed at guiding the student's choices of courses toward the formation of a meaningful cluster of four courses. Current classified listing available from the FPJ director upon request.

For more information contact the Director, Professor James Rurak, Gasson 109, (x3886).

Film Studies

The Film Studies Program has arisen out of a need and desire to assist students in developing critical and technical skills in the area of film. Video, photography, and television also play a supportive role in the development of these skills. As a part of the Film Studies Program a student can pursue any of the electives dealing with above aspects of communications. The Film minor, a joint undertaking of the Fine Arts Department and the Speech Communication and Theater Department, is comprised of six courses: three required (Basic Filmmaking, History of European Film, and Mass Media in the Twentieth Century or Film as Communication) and three electives from the areas of animation, production, film criticism and history, communications, and photography. These courses can be taken over a four-year period in any order convenient to the student's schedule.

Students interested in the Film Studies Program or Film minor can contact Prof. John Michalczyk in Gasson 112 (Honors Program Library), X4573.

German Studies

The minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with a broad, yet in-depth understanding of the various contributions which German-speaking civilization has made—from the early Middle Ages up to the present—to the development of the Western world. Among the disciplines which may be studied are the literature, art, music, history, theology and philosophy of the German world.

Students wishing to minor in German Studies are required to complete six one-semester courses. Of these six electives, a minimum of

three upper-level courses (at least one of which must be conducted in German) are required within the Department of Germanic Studies; one of these three courses will be GM 242 (Germany East and West: The Contemporary Cultural Scene). The remaining three courses may be chosen—in consultation with the Director of the minor—from the relevant offerings of at least two of the following departments: history, music, theology, fine arts and philosophy. Such courses, which should focus upon subjects related to German culture, will include (but are not limited to) the following: HS 143 (Adolf Hitler and the Third Reich), HS 441–442 (Rise of Modern Germany 1815–1945), MU 222 (Symphony), MU 221 (Concerto), MU 265 (Amadeus: Mozart and Myth), PL 419 (Kant and Hegel), PL 421 (Nietzsche—Prophet of Nihilism), PL 338–339 (The Heidegger Project), PL 429 (Freud and Philosophy), PL 448 (Kant's *Critique*), PL 456 (The Holocaust: A Moral History), PL 561 (Freud and Phenomenology), PL 613 (Marx's *Grundrisse*), PL 632 (The Later Heidegger), PL 634 (The Philosophy of Jürgen Habermas), TH 529 (Nietzsche and Christianity).

Students who are already pursuing a double major will not be accepted into the German Studies minor. Planning and fulfillment of the minor in German Studies require the final approval of the Director of the minor concerning opportunities for study abroad during their junior year at a German or Austrian university. Interested students are asked to contact the Director of the minor, Professor Michael Resler (Department of Germanic Studies, Carney Hall 359, x3744 or x3740).

International Studies

International Studies is an interdisciplinary field combining work in several departments and professional schools which includes cultural, political and economic relations among nations, international organizations, multinational corporations, private international institutions, and broader social or intellectual movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question or a geographic region. The program provides background for careers in government, business, non-profit organizations, international institutions and journalism, as well as for graduate study. Students are strongly encouraged to include in their programs foreign study, internship or volunteer experience. In a limited number of cases students have successfully proposed an independent academic major in this field.

Interested students should read carefully the brochure available in McGuinn 201 and discuss their goals with the Director, Prof. David Deese, Political Science Department, McGuinn 217 (X4585) or his Assistant, and, if desired, with one of the five faculty advisors listed below. They must then submit a personal statement of two or three typed pages which explains the theme of their coursework. Students enrolled in the minor must take at least six courses (on the approved list) from at least three different departments or schools, including at least 1) two theoretical, comparative or thematic courses (page one of the course list) and 2) two regional or area studies courses, with at least one focused on third world nations or other non-western cultures (starting

on page two of the course list) and 3) the completion of a substantial paper on an approved topic prepared in a readings and research course or seminar (one of the total of six courses). Once completed, the academic minor in international studies will be recorded on the student's transcript.

For information and assistance, please pick up a brochure from the Political Science Department or contact one of the following faculty advisors: Prof. Patrick Byrne, Philosophy Department, Carney 268 (X3865), Prof. Robert Murphy, Economics Department, Carney 145 (X3688), Prof. David Deese (Director of the Minor), Political Science Department, McGuinn 217 (4585), Prof. Paul Gray, Sociology Department, McGuinn 507 (X4140), Prof. David Northrup, History Department, Carney 160 (X3792).

Irish Studies

The Irish Studies minor offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theatre, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries and a study tour in Ireland, a one-semester course culminating in two to three weeks of field study in Ireland.

Irish Studies offers a junior year program at University College, Cork, which provides exposure to Irish ethnography, folklore, and anthropology in addition to regular academic offerings. Interested students should apply to the Junior Year Abroad Office and see Prof. Adele Dalsimer, English Department, or Prof. Kevin O'Neill, History Department.

The Abbey Theatre Program, a five-week Summer Workshop, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of the Irish theatre. Interested students should apply to Prof. Margaret Dever, English Department. Students minoring in Irish Studies are eligible for the Maeve Reilly Finley Fellowship to be used for graduate study in Ireland. This fellowship will be awarded annually to an Irish Studies Minor.

Italian Studies

The minor in Italian Studies, an interdisciplinary program created by the Departments of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role which the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present, a broad range of studies on developments in painting, sculpture and architecture from Early Medieval times to the present, Italian Film, and the study of the great works of Italian literature.

Six one-semester courses are required, two in literature, two in history, and two in art history. One of the six courses will be the intro-

ductory course, "Italy: Art, Literature and History" (FA 297/HS 249/RL 294), which may be credited to the department of the student's choice.

Students will be required to select elective courses in consultation with a member of the Italian Studies Committee: Prof. Scott Van Doren, History (X3166); Prof. Josephine von Henneberg, Fine Arts (X8595); and Prof. Rena Lamparska, Romance Languages and Literatures (X3824) and to coordinate their choice with the Director of the Program, Prof. Josephine von Henneberg.

Substitutions for specific program requirements and the application of cross-registered courses from other academic institutions require express permission in advance from the Italian Studies Committee. Courses already being used for a major may not be applied to the Italian Studies minor. Students who have a double major or who already have a major and another minor will not be accepted.

For further information, contact Prof. Josephine von Henneberg, Barry 310 (X8595).

Medieval Studies

This interdisciplinary program has as its focus the civilization of the Middle Ages, the thousand-year period from the end of the Roman Empire to the Renaissance which produced Thomas Aquinas and Dante, Eleanor of Aquitaine and Thomas Becket, knights and chivalry, cathedrals and universities. A student enrolled in this program as an Independent Major, or as a minor, may investigate all the expressions of medieval society and its culture in courses in medieval history, philosophy, theology, art history, languages, and literature.

The normal course of study for the minor, six one-semester courses, requires: 1) HS 165-166 Medieval European History I/II and 2) four electives, two of which must be taken from one of the following sequences: *FA 221-222 Art of the Medieval World I/II*, *PL 340-341 Philosophy in the Middle Ages I/II*, two courses in a language or literature of the Middle Ages.

Additional elective courses may be found under the appropriate departmental listings (Classical Studies, English, Fine Arts, Germanic Studies, History, Philosophy, Romance Languages, Slavic and Eastern Languages, and Theology) and may be chosen with the advice of a member of the Medieval Studies committee.

Students who wish to obtain further information or to register for this program should contact the Director, Prof. Laurie Shepherd, Lyons 311 (X3820).

Middle Eastern Studies

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern Studies useful for careers such as journalism, diplomacy, business, and social service, as well as graduate programs of academic and professional training. Courses cover both the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings. Students who wish to formalize their study of the Middle East may complete a six-course minor as follows:

1) By demonstrating proficiency in a Middle Eastern language by examination or course-

work, 2) by completing 6 courses distributed as follows: the introductory course HS 207/TH 152, Islamic Civilization in the Middle East; 1 course in History or Political Science concerning the Middle East; and 4 approved elective courses from the following areas: Art History, Theology, Economics, History, Middle Eastern Literature or a second Middle Eastern language, Political Science, Sociology.

For further information, consult the Director, Prof. Benjamin Braude, History Department, Carney 146 (X3787).

Modern Greek Studies

The minor in Modern Greek Studies aims at providing a framework for students who, in addition to their major in another field, want to gain some expertise in the language, culture, literature, and history of contemporary Greece.

In many respects, the (glorious) legacy of ancient Greece continues to our day. With the advent of European integration, planned for 1992, it is particularly appropriate to study in depth the language, culture, literature, and history of one of the twelve participants in the new federation which is sure to provide a challenge to the United States.

The minor should be of special interest to the large Boston College undergraduate population of Greek descent because it offers to those students an academic presentation of their heritage. To all students it grants the opportunity to test the approaches of their major field of concentration by applying them to the—very interesting—case of modern Greece. *Requirements:* For the minor in Modern Greek Studies six one-semester courses are required, as follows: 1) an introductory level course entitled "Introduction to the Modern Greek World"; 2) two courses in Modern Greek language; 3) two approved electives (the choice is to be determined by consultation with a departmental advisor) in history or literature; and 4) an advanced seminar or independent study in readings and research, during which a senior paper will usually be written.

Some of the requirements under (2) and (3) may be fulfilled through study at a recognized program in Greece (for further information contact the Junior Year Abroad Program or the Department of Classical Studies).

For further information contact the Director of the minor in Modern Greek Studies, Prof. Eugene Bushala, Department of Classical Studies, Carney 124 (X4935).

Russian and East European Studies

The Russian and East European Studies minor enables a student to study the language, history, literature, and social structure of Eastern Europe and the Soviet Union from a number of disciplinary perspectives. The minor requires six approved courses, distributed as follows: 1 introductory course (PO 080/HS 272, Introduction to Russian, Soviet and East European Studies); 1 additional course in Russian or East European history or politics; 2 courses in Russian or another East European language at the intermediate or upper-division level; 2 approved elective courses from two of the following areas: Philosophy (PL), Theology (TH), Economics (EC), Literature or language (SL, CL, RL), Political Science (PO), History (HS), Art History or Film Studies (FA), a directed senior research paper. At least one of

these two courses must come from outside of the student's emphasis area.

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission in advance from the Director of the minor. Courses already being used for a major may not apply also to the Russian and East European Studies minor.

Further information is available from the Director of the minor, Prof. Michael Connolly, Carney 238 (X3914).

Women's Studies

The Women's Studies Program coordinates courses which explore the impact of sex and gender on the institutions that shape public and private life. It especially seeks to understand the lives of women, both historically and cross culturally.

The Women's Studies Program offers an interdisciplinary minor, a combination of six courses from at least three different departments, which includes as required courses: Introduction to Feminism (EN 125, PS 125, SC 225) and Advanced Topics in Women's Studies (EN 593).

An unusual offering is *Introduction to Feminism*, a student-taught course under faculty direction in which small groups of students read and discuss material from several disciplines, write journals, attend faculty guest lectures, and do both oral and written presentations, often working in teams. The other courses making up the minor cut across many departments including history, literature, philosophy, psychology, sociology, romance languages, theology as well as other fields including education.

For further information, contact the Director of Women's Studies, Prof. Sharlene Hesse-Biber, Sociology Department (X4139).

Other Interdisciplinary Programs

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Faculty members offer an interdisciplinary course, HS 272 (PO 080), Introduction to Russian, Soviet and East European Studies, which provides the student with the key themes, theories, and approaches necessary for further detailed study of Russia, the USSR, and the East European states.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-two volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects.

CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information of the operation of the Center are available from: Prof. Raymond T. McNally, Director (History) Carney 171.

Environmental Studies

The Environmental Studies Program assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private. The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact Prof. George Goldsmith, Higgins 466, (X3879).

The Immersion Program in French

An interdisciplinary program administered by the Department of Romance Languages and Literature.

Qualified students may take one to five Core or elective courses in French. They may select four courses in French from Fine Arts, History, Philosophy, Political Science, or Theology. The Romance Languages Department coordinating course RL 341-342 will constitute the student's fifth course. All potential candidates must be interviewed by selected faculty. Prerequisite: At least the equivalent of intermediate college French. For further information contact Katharine Hastings, Bourneuf House, (X3262). For listings of French Immersion courses offered in 1990-91, refer to the Romance Languages section of this Catalog.

The Immersion Program in Spanish

An interdisciplinary program administered by the Department of Romance Languages and Literature.

Qualified students may take Core or elective courses in Spanish. They may select from courses in History and Spanish Culture. The Romance Languages Department encourages students to enroll in the coordinating course, RL 343-344.

For further information contact Katharine Hastings, Bourneuf House, (X3262). For listings of Spanish Immersion courses offered in 1990-91, refer to the Romance Languages section of this Catalog.

Senior Awards and Honors

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's Project. Candidates for Scholar of the College are nominated

by the department chairperson and selected by the Dean in their junior year.

Order of the Cross and Crown: For men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapst Philosophy Medal: For overall outstanding performance in philosophy courses.

Andres Bello Award: For excellence in Spanish.

George F. Bemis Award: For distinguished service to others.

Albert A. Bennett Award: For a high level of mathematical achievement and interest in and desire for a career in teaching.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendan Connolly Award: For outstanding love of books and learning.

Cardinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

Patrick Durcan Award: For overall outstanding performance in history courses.

Mary A. and Katherine G. Finneran Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

Thomas I. Gasson, S.J. Award: For a distinguished academic record over four years.

General Excellence Medal: For general excellence in all branches of studies during the entire four years at Boston College.

Princess Grace of Monaco Award: For excellence in French.

Janet Wilson James Essay Prize: For an outstanding Senior Essay in the area of Women's Studies.

William A. Kean Memorial Award: To the outstanding English major.

William J. Kenealy Award: For distinction in both academic work and social concern.

Mark J. Kennedy Medical Scholarship: For a student who has been accepted to a medical school and who has been outstanding in character, leadership and scholarship.

Allison R. Macomber, Jr. Award in the Fine Arts: For outstanding work in the Fine Arts.

Richard and Marianne Martin Award: For excellence in Art History and Studio Art.

John W. McCarthy, S.J. Award: For the outstanding project under the Scholar of the College Program.

Albert McGuinn Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

Henry J. McMahon Award: For a graduating senior who has been accepted at a law school and has been distinguished by scholarship, loyalty, and service to the College.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: For overall outstanding performance in theology courses.

John H. Randall Award: For the best essay on American literature or culture during the previous year.

Mary Werner Roberts Award: Given in honor of Mrs. Vincent P. Roberts, benefactress of the

University, for the best art work published in the *Stylus* this year.

Harry W. Smith Award: For use of personal talents to an exceptional degree in the service of others.

Joseph Stanton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Max Wainer Award: To the senior who is deemed the outstanding student in classics.

Nominations for these awards may be submitted to the Office of the Dean.

Areas of Major Study

The philosophy and objective of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors. Students are subject to the major requirements as published for the year in which they entered Boston College.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with Core courses, and electives taken in other areas, a liberal arts experience. A *major* is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and the areas of concern in which the discipline is presently involved.

Biochemistry

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. The minimum requirements for the Biochemistry Major are:

Two semesters of General Chemistry and laboratory

CH 109–110 (or CH 117–118) lecture

CH 111–112 (or CH 119–120) laboratory

Two semesters of Introductory Biology and laboratory

BI 200–202 lecture

BI 201–203 laboratory

Two semesters of Organic Chemistry and laboratory

CH 231–232 (or CH 241–242) lecture

CH 233–234 (or CH 243–244) laboratory

One semester of Bacteriology and laboratory

BI 310 lecture

BI 311 laboratory

One semester of Principles of Genetic Analysis and laboratory

BI 302 lecture

BI 303 laboratory

One semester of Analytical Chemistry and laboratory

CH 351 lecture & laboratory

One semester of Physical Chemistry

CH 473 lecture

Two semesters of Biochemistry/Molecular Biology

CH 561–562 Biochemistry I & II lecture

or

BI 435 & BI 440 Biological Chemistry, Molecular Biology lecture

One semester of Biochemistry laboratory

BI 480 or CH 563 laboratory

Two advanced electives from the following list:

CH 564 Physical Methods in Biochemistry

CH 565 Structure and Function of Nucleic Acids

CH 566 Bioinorganic Chemistry

CH 567 Protein Structure and Function

CH 569 Enzyme Mechanisms

CH 570 Biomembranes

BI 406 Cell Biology

BI 454 Introduction to the Literature of Biochemistry

BI 474 Principles of Metabolism

BI 515 Biophysical Chemistry

BI 556 Developmental Biology

BI 558 Neurogenetics

BI 570 Biology of the Nucleus

In addition to the above the following courses are also required:

Two semesters of Physics with laboratory

PH 211–212 lecture and laboratory

Two semesters of Calculus

MT 100–101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. This year-long project replaces the requirement for Biochemistry Laboratory (**BI 480 or CH 563**).

BI 463–464

Research in Biochemistry*

CH 593–594

Introduction to Biochemical Research* or

(BI 399, CH 399) Scholar of the College*

*With approval

Course Sequence

First Year

General Chemistry (CH 109–110 or CH 117–118) with laboratory

Calculus (MT 100–101)

Introductory Biology (BI 200–202) with laboratory

Second Year (Fall)

Physics (PH 211) with laboratory

Organic Chemistry (CH 231 or CH 241) with laboratory

Bacteriology (BI 310) with laboratory

Second Year (Spring)

Physics (PH 212) with laboratory

Organic Chemistry (CH 232 or CH 242) with laboratory

Principles of Genetic Analysis (BI 302) with laboratory (BI 303)

Third Year (Fall)

Biological Chemistry (BI 435) or Biochemistry I (CH 561)

Analytical Chemistry (CH 351)

Third Year (Spring)

Molecular Biology (BI 440) or Biochemistry II (CH 562)

Physical Chemistry (CH 473)

Fourth Year

Biochemistry Laboratory (BI 480 or CH 563)

Two advanced electives

For additional information, contact either Professor Kantrowitz (Devlin 224) or Professor Annunziato (Higgins 422).

Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor Thomas N. Seyfried, B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Associate Professor Anthony T. Annunziato, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor R. Douglas Powers, Chairperson of the Department A.B., SUNY; Ph.D., Syracuse University

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Grant W. Balkema, B.S., Ph.D., Purdue University

Assistant Professor William J. Brunken, B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Assistant Professor Mary Kathleen Dunn, B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Program Description

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in various basic and applied areas of biology. These include the health-related professions as well as a diversity of other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry (CH 109–110), organic chemistry, (CH 231–232), and physics (PH 211–212), each with the accompanying laboratory course, and one year of calculus (MT 100–101). Within the Department, the following courses are required: Introductory Biology and Laboratory (BI 200–202, BI 201–203), Genetics and Laboratory (BI 300, 301 or BI 302, 303) and Bacteriology and Laboratory (BI 310–311). These courses are to be completed within the first two years. Five additional upper-division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies in basic science are especially encouraged to take courses such as biological chemistry, physical chemistry and analytical chemistry. Biological Chemistry (BI 435) and Molecular Biology (BI 440) comprise a full year course in biochemistry.

Sonntag Institute for Cancer Research

The Sonntag Institute for Cancer Research offers undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Biochemistry Major

Refer to the preceding section for a description of this interdisciplinary major.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

BI 100 Survey of Biology I (F: 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influ-

enced by internal and external factors. Two lectures per week.

Robert Wolff

BI 102 Survey of Biology II (S: 3)

A continuation of BI 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

Robert Wolff

BI 110 General Biology I (F: 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

*Jonathan Goldthwaite
Donald J. Plocke, S.J.*

BI 111 General Biology Laboratory I* (F: 1)

Required of students taking BI 110. One two-hour laboratory period per week.

Lab fee: \$140.00

*Jonathan Goldthwaite
Donald J. Plocke, S.J.*

BI 112 General Biology II (S: 3)

A continuation of BI 110.

*Maria Bade
Thomas Seyfried*

BI 113 General Biology Laboratory II* (S: 1)

Required of all students taking BI 112. One two-hour laboratory period per week.

Lab fee: \$140.00

*Maria Bade
Thomas Seyfried*

BI 130 Anatomy and Physiology I (F: 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. The course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor.

Elinor M. O'Brien

BI 131 Anatomy and Physiology Laboratory I* (F: 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking BI 130.

Lab fee: \$140.00

R. Douglas Powers

BI 132 Anatomy and Physiology II (S: 3)

A continuation of BI 130.

William J. Brunken

BI 133 Anatomy and Physiology Laboratory II* (S: 1)

A continuation of BI 131. Required of students taking BI 132.

Lab fee: \$140.00

R. Douglas Powers

BI 200 Introductory Biology I (F: 3)

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

*Chester Stachow
R. Douglas Powers*

BI 201 Introductory Biology Laboratory I* (F: 1)

One three-hour laboratory period per week. Required of all students taking BI 200.

Lab fee: \$140.00

Mary Albert

BI 202 Introductory Biology II (S: 3)

A continuation of BI 200. Required for biology majors.

The Department

BI 203 Introductory Biology Laboratory II* (S: 1)

One three-hour laboratory period per week. Required of all students taking BI 202.

Lab fee: \$140.00

Mary Albert

BI 207 (SA 207) Science in the Media (S: 3)

This interdisciplinary course is designed to teach students how the media presents scientific information in newspapers, magazines and television. Articles and films on medicine (e.g., AIDS, Alzheimer's disease, etc.) and other scientific areas (the validity of IQ test scores, global warming, archeological discoveries of ancient cultures, etc.) will be analyzed. Students learn to interview scientists and to present written and oral reports on scientific developments. The course will give students the background to write and present scientific material for newspapers, magazines and television.

Jolane Solomon

BI 220 Microbiology (F: 2)

Prerequisites: BI 130–132

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles. Two lectures per week.

Elinor M. O'Brien

BI 221 Microbiology Laboratory* (F: 1)

One two-hour laboratory period per week. To be taken in conjunction with BI 220.

Lab fee: \$140.00

Elinor M. O'Brien

BI 250 Development of Gender Identity (S: 3)

This course, for juniors and seniors, discusses the genetics, anatomy, physiology, and biochemistry of the development of gender identity.

There are no science prerequisites for the course. A series of lectures on the basics of the biological factors involved in gender identity will be followed by student seminars on any aspect pertaining to gender identity (psychological, historical, biological, cultural, economic, etc.) which is of interest to the student.

Jolane Solomon

BI 302 Principles of Genetic Analysis (S: 3)

Corequisite: BI 303

This course provides an introduction to modern genetics. It stresses those aspects of classical and molecular approaches which in combination have led to the great power of genetics today, and which have brought the subject into its current position of prominence in biological research. Genetic frontiers will be discussed and evaluated. Emphasis will be placed on understanding how genetic inferences are made and on the use of genetic techniques of analysis, rather than on simply gathering a large collection of facts. This course is required for biochemistry majors. This course (or BI 300) is required for biology majors

*Kathleen Dunn
William H. Petri*

BI 303 Principles of Genetic Analysis Laboratory (S: 1)

A combination of laboratory exercises and discussion sections designed to give the student an introductory practical exposure to some basic research techniques used in modern genetics.

Lab fee: \$140.00

Kathleen Dunn
William H. Petri

BI 310 Bacteriology (F, S: 3)

Prerequisites: BI 200–202, CH 231 taken concurrently or previously

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

James J. Gilroy
Chester S. Stachow

BI 311 Bacteriology Laboratory* (F, S: 1)

To be taken in conjunction with BI 310. One three-hour laboratory per week. Required for biology majors.

Lab fee: \$140.00

James J. Gilroy
Chester S. Stachow

BI 406 Cell Biology (S: 3)

Prerequisite: BI 200–202

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Maurice Liss

BI 410 From Cells to Chromosomes (S: 3)

This course deals with the cell and its components, with emphasis on structural, functional and hereditary aspects. Areas of discussion include: cell wall, plasma membrane, cytoplasmic organelles, nuclear envelope and nuclear organelles, and nucleo-cytoplasmic interaction, etc. of eucaryotes and certain areas of procar-yotes.

This course provides students with a fundamental knowledge of modern biology and both cellular and molecular levels.

Yu-Chen Ting

BI 411 From Cells to Chromosome Laboratory (S: 1)

Lab fee: \$140.00

BI 420 Comparative Vertebrate Embryology (F: 3)

Prerequisites: BI 200–202

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

Walter J. Fimian, Jr.

BI 426 Comparative Vertebrate Morphogenesis (S: 3)

Prerequisites: BI 200–202

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

Mary D. Albert

BI 427 Comparative Vertebrate Morphogenesis Laboratory* (S: 1)

Laboratory exercises to accompany BI 426. Required of all students taking BI 426.

Lab fee: \$140.00

Mary D. Albert

BI 435 Biological Chemistry (F: 3)

Prerequisites: BI 200–202

The course will cover the properties and metabolic activities of various biochemical compounds: carbohydrates, amino acids and proteins, lipids and nucleic acids. To be discussed

will be how these biochemical processes meet the energy, biosynthetic and nutritional requirements of the cell. When relevant, reference will be made to alterations in these processes in specific diseases.

Maurice Liss

BI 440 Molecular Biology (S: 3)

Prerequisites: BI 435 (or equivalent)

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

Donald J. Plocke, S.J.

BI 442 Principles of Ecology (F: 3)

Prerequisite: BI 200–202 or equivalent, or permission of instructor

Readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included: mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips.

A limited number of places will be reserved for non-biology majors who have appropriate background experience.

Robert Wolff

BI 454 The Literature of Biochemistry (F: 3)

Prerequisites: Biochemistry, BI 435; CH 561

The intent of this course is to familiarize the student with the original literature of biochemistry. We will read and discuss a number of important papers on a variety of topics. We will explore the many approaches used by biochemists, the types of data they obtain through their experiments, the techniques employed, and the reasoning processes that go into experimental design and the interpretation of results. The background material necessary for the student to evaluate specific papers will be provided during lectures, and discussions will be conducted in a seminar-type format.

Joseph A. Orlando

BI 460 Understanding Evolution (S: 3)

Prerequisite: Permission of Instructor

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

William D. Sullivan, S.J.

BI 461–462 Undergraduate Research* (F: 3–S: 3)

Prerequisite: Permission of the Chairperson
Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

Lab fee per semester: \$140.00 The Department

BI 463–464 Research in Biochemistry (F: 3–S: 3)

Prerequisite: Permission of the Chairperson
Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

Lab fee per semester: \$140.00 The Department

BI 465–467 Advanced Undergraduate Research* (F: 3–S: 3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the Chairperson.

Lab fee per semester: \$140.00 The Department

BI 474 Principles of Metabolism (S: 3)

In order for life to be sustained, living organisms must extract energy from their environments and must synthesize their building blocks and macromolecules. In this course, we will study specific sequences of enzyme-catalyzed reactions that lead to the degradation of major energy-rich molecules—carbohydrates, fats and amino acids—and the release of some of their energy as ATP. In addition, we will examine the important pathways by which major macromolecules are built from simple precursors at the expense of chemical energy.

Joseph A. Orlando

BI 480 Biochemistry Laboratory (S: 3)

Prerequisites: General Chemistry, Organic Chemistry, Biochemistry, plus a working knowledge of algebra through exponential functions.

This course deals with isolation, identification, and typical reactions of micro- and macro-biomolecules in both theory and practice. Attendance at a weekly four-hour laboratory and a quiz section is required.

Lab fee: \$140.00

The Department

BI 481 Introduction to Neurosciences (F: 3)

Prerequisite: One year of an introductory biology course, i.e. BI 200

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at molecular, cellular and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

Grant Balkema

Gregory Ball

William Brunken

BI 490 Tutorial in Biology (F, S: 3)

Prerequisite: Permission of the instructor and Chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

The Department

BI 493, 495, 491, 494 Current Concepts in Cancer Chemotherapy* (I, II, III, IV) (F: 3–S: 3)

Prerequisite: Permission of instructor

A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week. This course may be taken for four semesters. It can count for a maximum of two upper division electives toward the biology major requirement.

Lab fee per semester: \$140.00

William D. Sullivan, S.J.

BI 496, 498, 492, 497 Seminar in Carcinogenesis (I, II, III, IV) (F: 1–S: 1)
Various biochemical, immunological and therapeutic studies will be reviewed. Required of all students enrolled in BI 493–495.

William D. Sullivan, S.J.

BI 504 Principles of Neurochemistry (S: 3)
The goal of the course is an increased understanding of how the nerve cells can transfer and store information.

Andrzej Wieraszko

BI 510 General Endocrinology (3)

Prerequisite: BI 200–202 or permission of instructor

Hormones are synthesized and secreted by the brain, kidney, heart and other tissues as well as the “classical” endocrine glands. The course is concerned with the role of hormones in normal and clinical physiology. The relationship between hormones and behavior, as well as the development of gender identity is discussed.

Jolane Solomon

BI 515 Biophysical Chemistry (F: 3)

Prerequisite: BI 440 (or equivalent) and a year each of physics and calculus.

Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physiochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

BI 518 Cell Physiology (F: 3)

Prerequisites: Chemistry through organic, plus Introductory Biology or equivalent. Biochemistry desirable.

Eucaryotic cells are discussed in the light of understanding the chemical makeup and physiological functioning of their constituent structures and organelles. Topics discussed include the plasma membrane, cell-cell signaling, the functioning of the endoplasmic reticulum and related organelles, mitochondria, chloroplasts, cell cycles, and the rudiments of embryonic development. The aim is to integrate the student's biological experience in the light of experimental foundations of our current understanding of cell structure and function.

Maria Bade

BI 530 Somatic and Haploid Genetics (S: 3)

A general survey of the most recent developments in haploid and somatic genetics. It emphasizes *in vitro* studies on both plant and animal materials.

Yu-Chen Ting

BI 531 Somatic and Haploid Genetics Laboratory* (S: 1)

One two-hour laboratory per week. Required of all students taking BI 530. Lab fee: \$140.00

BI 538 Biology of Cell Cycle (F: 3)

Prerequisite: Permission of Instructor.

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in procaryotes and eucaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

BI 540 Immunology (F: 3)

Prerequisites: BI 200–202, CH 109–110 or consent of professor

Emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition vs. nonself (antigen), anti-

genicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity.

Allyn H. Rule

BI 548 Comparative Animal Physiology (S: 3)

Prerequisites: BI 200–202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Maria L. Bade

BI 550 Biology of Eucaryotic Viruses (S: 3)

Prerequisite: Genetics

Recommended: Biochemistry, Molecular Biology, or Immunology

An in-depth examination of the Molecular Biology, Genetics, and Pathogenesis of selected animal viruses, including recent research findings and readings from the current literature.

Kathleen Dunn

BI 554 Principles of Mammalian Physiology (F: 3)

Prerequisite: BI 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

Offered biennially

Grant W. Balkema

BI 556 Developmental Biology (S: 3)

Prerequisites: BI 300 or 302 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms differentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of: 1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs; and 2) what is the basis and role of pattern information in this process.

William H. Petri

BI 562 Neurophysiology: A Systems Approach (S: 3)

Prerequisite: BI 554 or permission of the instructor

This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction, the neuronal synapse, and sensory physiology with emphasis on the visual system.

Grant W. Balkema

William J. Brunken

R. Douglas Powers

BI 570 Nucleic Acid Biochemistry

Prerequisite: BI 302 (Principles of Genetic Analysis), and two semesters of Biochemistry (BI 435 plus BI 440; or CH 561 plus CH 562); and permission of instructor.

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns, and RNA processing, and gene regulation.

Not offered 1990–91

Anthony T. Annunziato

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Michael J. Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Vanderslice Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor David L. McFadden, Chairperson of the Department
A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor Dennis J. Sardella, B.S. Boston College; Ph.D., Illinois Institute of Technology

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor Larry W. McLaughlin, B.Sc., University of California at Riverside; Ph.D., University of Alberta

Associate Professor Udayan Mohanty, B.Sc., Cornell University; Ph.D., Brown University

Associate Professor Mary F. Roberts, A.B., Bryn Mawr College; Ph.D., Stanford University

Associate Professor Martha M. Teeter, B.A., Wellesley College; Ph.D., Pennsylvania State University

Assistant Professor James E. Anderson, B.S., Michigan State University; M.S., Ph.D., University of Michigan

Assistant Professor Lawrence B. Kool, B.S., University of Michigan; Ph.D., University of Massachusetts at Amherst

Program Description

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program, intended for students who wish to pre-

pare for graduate school as well as for those who will enter the chemical profession directly from college, leading to a B.S. degree certified by the American Chemical Society. Second, there is a degree program requiring a somewhat lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology. The Chemistry Department is approved by the ACS Committee on Professional Training.

Requirements for the Class of 1991: 2 semesters of general chemistry (CH 109–110, or 117–118) and laboratory; 2 semesters of organic chemistry (CH 231–232, or 241–244) and laboratory; 1 semester of analytical chemistry (CH 351) and laboratory; 2 semesters of physical chemistry (CH 475–476); 1 semester of inorganic chemistry (CH 520); 3 advanced electives (numbered in the 500's) one of which must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. A third semester of calculus should be taken the second year. Two semesters of German are strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry; one semester of inorganic chemistry laboratory, one semester of qualitative organic analysis or a second semester of advanced chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in mathematics or sciences given outside the Department.

Beginning with the Class of 1992, the sequence for the Chemistry major will be as follows:

First year: CH 109–110 General Chemistry with Laboratory (or CH 117–118 Honors General Chemistry with Laboratory); PH 211–212 Introduction to Physics with Laboratory; MT 102–103 Calculus; 2 semesters of English; 2 semesters of Core.

Second year: CH 231–232 Organic Chemistry with Laboratory (CH 233–234 or 237–238); CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry; MT 202 Calculus (MT 305 in second semester is recommended); 1 semester of an elective; 3 semesters of Core.

Third year: CH 475–476 Physical Chemistry; CH 555–556 Advanced Chemistry Laboratory; 2 semesters of Core; 4 semesters of electives.

Fourth year: CH 520 Principles of Inorganic Chemistry; 7 semesters of electives.

The above meets the requirement for a B.S. degree in Chemistry at Boston College. For the degree to be certified by the American Chemical Society, two of the electives listed must be advanced Chemistry electives (courses numbered CH 500–599), except that CH 561–562 are not recommended as advanced electives. Planning one's curriculum to meet the ACS certification requirement is strongly recommended.

Biochemistry Major

Refer to the Biochemistry section of this Catalog for a description of this interdisciplinary major.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee.

CH 105–106 Chemistry and Society (F: 3–S: 3)

This course is intended for students who are not natural science majors or who do not require a laboratory science course. The course includes a brief historical introduction to the development of chemical principles and theory, followed by a discussion of the most important industrial chemicals. The second semester is devoted primarily to organic chemistry, including carbohydrates, fats, proteins and nucleic acids. Although not required, a prior knowledge of chemistry at the high school level is recommended. The course is applicable to the University Core requirement.

Robert F. O'Malley

CH 109–110 General Chemistry (F: 3–S: 3)

Prerequisite: One year of high school chemistry. This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisites CH 111–112, MT 102–103.

M. J. Clarke

Evan R. Kantrowitz

Yuh-kang Pan

Dennis J. Sardella

CH 111–112 General Chemistry Laboratory* (F: 1–S: 1)

Laboratory required of all students enrolled in CH 109–110. One three-hour period per week.

Lab fee per semester: \$130.00 The Department

CH 131–132 Contemporary Chemistry (F: 3–S: 3)

A study of basic chemical principles and a description of the properties of the elements and compounds of interest and importance in contemporary life. More emphasis will be given to organic compounds, since they are so pervasive. The course is intended for non-science majors for whom chemistry or a laboratory science is a requirement. CH 131 is a prerequisite for CH 132. CH 133 and CH 134 are corequisites.

Pushkar Kaul

CH 133–134 Contemporary Chemistry Laboratory* (F: 1–S: 1)

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 131–132.

Lab fee per semester: \$130.00 The Department

CH 222 Introduction to Inorganic Chemistry (S: 3)

This course offers an introduction to inorganic chemistry. Topics to be covered are: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination

chemistry, organometallic chemistry, chains and rings, and inorganic chemistry in biological systems.

Lawrence B. Kool

CH 231–232 Organic Chemistry (F: 3–S: 3)

Prerequisites: CH 109–110 or 123–125

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite CH 233–234 or CH 237–238

O. Francis Bennett

T. Ross Kelly

George Vogel

CH 233–234 Organic Chemistry

Laboratory* (F: 1–S: 1)

Laboratory required of all students enrolled in CH 231–232. One four-hour period per week. Corequisite CH 231–232.

Lab fee per semester \$130.00

O. Francis Bennett

George Vogel

CH 237–238 Accelerated Organic Chemistry Laboratory* (F: 1–S: 1)

An introduction to the techniques and reactions of organic chemistry on the micro scale. Corequisite CH 231–232

Lab fee per semester: \$130.00

Dennis J. Sardella

CH 351 Analytical Chemistry (F: 4)

Prerequisite: CH 109–110 or CH 117–118.

An introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques. Corequisite CH 353.

E. Joseph Billo

CH 353 Analytical Chemistry Laboratory* (F: 0)

Laboratory required of all students enrolled in CH 351. One four-hour period per week. Corequisite CH 351–352.

Lab fee per semester: \$130.00 E. Joseph Billo

CH 391–392 Undergraduate Research (F: 3–S: 3)

Prerequisites: Two semesters each of Calculus and Organic Chemistry, and the consent of the Chairperson of the Department. CH 591–592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

The Department

CH 399 Scholar of the College

See College of Arts and Sciences section of this Catalog.

CH 473 Physical Chemistry (Biochemistry Majors) (S: 3)

Prerequisites: CH 231–232, MT 100–101, PH 211–212 (or equivalent)

An introduction to physical chemistry. Topics covered are: thermodynamics, chemical kinetics, and simple transport processes such as diffusion and heat conduction. Applications to biochemical systems are emphasized.

Mary F. Roberts

CH 475 Physical Chemistry I (F: 3)

Prerequisites: 3 semesters of Calculus, 2 semesters of Physics, 2 semesters of Organic Chemistry
Fundamental principles and applications of equilibrium thermodynamics. *Paul Davidovits*

CH 476 Physical Chemistry II (S: 3)

Prerequisite: CH 475

An introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Yuh-Kang Pan

NOTE: All courses numbered CH 500 through CH 999 have as a prerequisite previous courses in organic, analytical, and physical chemistry, except CH 561–562.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. *E. Joseph Billo*

CH 523 Organometallic Chemistry (F: 3)

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis. The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses. *Lawrence B. Kool*

CH 534 Organic Synthesis (F: 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made. *Amir Hoveyda*

CH 537 Mechanistic Organic Chemistry (S: 3)

Prerequisite: CH 231–232 or equivalent

Underneath the seemingly limitless variety of transformations encountered in organic chemistry lies a relatively small number of mechanistic types which constitute an organizing and predictive tool of considerable power for the chemist. This course will survey the major mechanistic types and the commonly-encountered reactive intermediates from the standpoint of the organic chemist interested in a practical understanding of the relationships between reactants and products of organic reactions.

Lawrence B. Kool

CH 538 Organic Spectroscopy (F: 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at an intermediate level, after reviewing the fundamentals normally treated in an undergraduate organic chemistry course. *The Department*

CH 551 Advanced Analytical Chemistry (S: 3)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography. *James E. Anderson*

CH 555–556 Advanced Chemistry Laboratory (F: 3–S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. *James E. Anderson*

CH 561–562 Biochemistry (F: 3–S: 3)

Prerequisite: CH 231–232 or equivalent.

An introductory course in Biochemistry. Topics will include structure, function, and synthesis of proteins and nucleic acids; bioenergetics; kinetics, mechanism, and control of biochemical reactions; intermediary metabolism; photosynthesis; and an overview of experimental methods. *Larry W. McLaughlin*
Mary F. Roberts

CH 569 Enzyme Mechanisms (F: 3)

Prerequisite: CH 561 or permission of instructor.

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic, and redox reactions as well as the role of coenzymes and various cofactors will be considered. *Larry W. McLaughlin*

CH 591–592 Introduction to Chemical Research (F: 3–S: 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester. *The Department*

CH 593–594 Introduction to Biochemical Research (F: 3–S: 3)

Independent research in Biochemistry to be carried out under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. A written report and an oral presentation are required at the end of the second semester. The two semesters together fulfill one advanced Biochemistry elective. *The Department*

Other courses, offered by the Department on a non-periodic basis:

CH 151 Applications of Science—Communication**CH 152 Applications of Science—Energy****CH 154 Applications of Science—Materials****CH 522 Inorganic Chemistry Laboratory****CH 532 Introduction to Macromolecular Chemistry****CH 535 Physical Organic Chemistry****CH 539 NMR Spectroscopy****CH 541–543 Determination of Organic Structures****CH 564 Physical Methods in Biochemistry****CH 565 Structure, Function and Reactivity of Nucleic Acids****CH 568 Advanced Biochemistry and Enzymology****CH 572 Quantum Chemistry and Spectroscopy****CH 573 Quantum Chemistry and Molecular Structure****CH 577 Spectroscopy****CH 579 Modern Statistical Mechanics****CH 580 Dynamics of Simple Liquids****CH 581 Electrochemistry****CH 583 Analytical Separations**

Classical Studies

Faculty

Associate Professor Charles F. Ahern, Jr., B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Associate Professor Eugene W. Bushala, B.A., Wayne State University; M.A., Ph.D., Ohio State University

Associate Professor David H. Gill, S.J., Chairperson of the Department
B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Associate Professor Dia M.L. Philippides, B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Program Description

There are several programs in Classical Studies. They approach a liberal education through the study, both in original languages and in English, of two literatures which have exercised a profound influence in the formation of Western culture: the ancient Greek and the ancient Roman.

The Department offers courses under three headings. (1) Courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages. (2) Courses in Greek and Roman literature and culture, taught in English and designed to acquaint a student broadly with the ancient world. Through cooperation with other departments courses are available also in ancient history, art, philosophy, and religion. (3) Advanced reading courses in ancient authors and genres, taught in the original languages.

There are four different ways in which a student may major in Classical Studies. The requirements for each are as follows:

Major in Classics: 12 courses. Ten courses must be in the original languages and may include a maximum of two elementary courses. The other two courses may be taken either in the original languages or in related areas of ancient studies.

Major in Latin: 10 courses. Seven courses must be taken in Latin above the elementary level. The other three courses may be taken in Greek or in related areas of ancient studies.

Major in Greek: 10 courses. Seven courses must be taken in Greek above the elementary level. The other three courses may be taken

in Latin or in related areas of ancient studies.

Major in Classical Civilization: 12 courses. The courses fall into two broad areas, language and culture, with a somewhat greater emphasis on the latter. Requirements:

- (a) Six courses in Latin and Greek, including at least two above the elementary level. A student who upon entering the program does not need elementary courses may substitute extra courses under heading (b).
- (b) Six (or more) courses in the areas of ancient history, art, philosophy, religion, mythology, etc.

Several courses which apply to the various major programs in Classical Studies are offered in other departments, for instance, in History, Philosophy, Fine Arts, Slavic, Romance Languages, Political Science, and Theology. A student should consult at registration time with Departmental advisors in Classics before selecting courses. The Department also offers courses in Modern Greek language and literature.

Minor in Modern Greek Studies

The Department also administers a minor in Modern Greek Studies. For information see the "Minors" section at the front of this Catalog, or contact the Director of the Minor Program, Prof. Eugene W. Bushala, Carney 124, (X4935).

Course Offerings

I. Elementary and Intermediate Languages

CL 010-011 Elementary Latin (F: 3-S: 3)
This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Eugene W. Bushala

Maria Kakavas

Sister Mary Daniel O'Keeffe

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

John Shea

CL 052-053 Intermediate Ancient Greek (F: 3-S: 3)

A review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, normally Plato's *Apology* and/or *Crito* and Euripides' *Medea*. Special provision will be made to meet the needs of students of Philosophy (e.g. more Plato) and Theology (e.g. *New Testament* instead of classical authors.)

David Gill, S.J.

CL 056-057 Intermediate Latin (F: 3-S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Charles Ahern

John Shea

CL 060-061 Elementary Modern Greek

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expres-

sion. Class instruction is supplemented by required laboratory work.

Offered alternate years

Maria Kakavas

CL 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisite: Elementary Modern Greek or equivalent

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Tachtsis and Elytis.

Maria Kakavas

II. Greek and Roman Culture

The reading for these courses is entirely in English, and no acquaintance with the Greek or Latin language is presumed. A student who wishes to do some of the reading in the original languages may consult the instructor.

CL 101 Introduction to the Modern Greek World (F: 3)

An introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. This course aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium. The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece, and offers a sneak preview of the new integrated Europe of 1992.

Dia M.L. Philippides

CL 110 Medical Terminology (F: 3)

A study of the formation, meaning, and use of scientific terminology intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and stems of Greek and Latin words appropriated in the creation of English scientific vocabulary. No prerequisites. The only requirements are a textbook, an active memory, and noteworthy attendance. The course material will involve some simple linguistic principles of word formation. The prime concern will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words.

Students who have taken EN 572 or CL 112 may not take this course.

Eugene W. Bushala

CL 112 English Etymology (S: 3)

This course has a double purpose: to increase one's vocabulary and to introduce students to the etymology of English vocabulary that has come from ancient Greek and Latin. No prerequisites. Naturally it demands persistent effort, daily participation, and a lively memory. Students will learn a large number of word stems, prefixes, and suffixes derived from Greek and Latin as well as some general principles of word-formation. Lectures and discussion.

Students who have taken CL 110 or EN 571 may not take this course.

Eugene W. Bushala

CL 118 (EN 110) Classical and Biblical Backgrounds of English Literature (S: 3)

A course designed to acquaint students with the classical and biblical works which form the

background of so much English literature—Homer's *Odyssey*, Ovid's *Metamorphoses*, the Greek Dramas, and some of the principal books of the Bible.

David Gill, S.J.

CL 154 (TH 154) History of Eastern Orthodoxy (S: 3)

This course covers the events leading to and reinforcing the East-West split in Christianity from 1054. Those pre-1054 events which contribute to the self-identification of Orthodoxy, such as Ecumenical Councils, will be covered. The historical and geographic development of Orthodoxy (Russia, E. Europe, Georgia, etc.) will be traced along with its contracts/conflicts with Islam and with Roman Catholicism (and later Protestantism). Topics important to the self-understanding of Orthodoxy, including the centrality of the liturgy, ecclesiology, the concept of tradition, and cultural identity, will be considered.

Paul Crego

CL 175 Modern Greek Novels and Short Stories

A survey of highlights of Greek prose-writing starting with 19th century works such as *Pope Joan* (E. Roidis) and "My Mother's Sin" (G. Vyzenos), continuing through the turn of the century with *The Murderess* (A. Papadiamantis), *Life in the Tomb* (S. Myrivilis), *Zorba the Greek* (N. Kazantzakis), and concentrating mostly on contemporary works including *The Plant*, *The Well*, *The Angel* (V. Vassilikos, author of *Z*), *The Third Wedding* (K. Taktis), "Fifty-fifty to Love" (from *The Double Book* of D. Hatzis), "The Dogs of Seikh-Sou" (G. Ioannou), *The Flaw* and short stories (A. Samarakis). The course is offered entirely in English.

Offered alternate years *Dia M.L. Philippides*

CL 176 Modern Greek Drama

A survey of highlights of modern Greek drama beginning with the remarkable plays of the Cretan Renaissance (e.g., the tragedy *Erofilis*), and centering mainly on the 20th century, with plays such as *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanelis), *The City* (L. Anagnostaki), *The Ear of Alexander* (K. Mourselas), *The Wedding Band* (D. Kehaides), *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English.

Offered alternate years *Dia M.L. Philippides*

CL 182 The Myth of the Trojan War (F: 3)

This course will trace the development of the classical story from its presumed origin at Troy through the oral tradition to Homer, the Epic Cycle, Attic tragedy, and Hellenistic and Roman literature, ending with its appropriation by Virgil in the *Aeneid*. Readings will include Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, and selected plays by Aeschylus, Sophocles, and Euripides.

Charles Ahern

CL 186 Greek Civilization (F: 3)

After a brief survey of early Greek history, the course will focus on the distinctive achievements of Athens at her creative peak in the Fifth Century BCE: the development and working of the Athenian Democracy; the drama (Aeschylus, Sophocles, Euripides, Aristophanes); the Periclean building program (Parthenon, etc.); the beginnings of philosophy (the Sophists and Socrates); the rise and fall of the Athenian Empire (Herodotus and Thucy-

dides). Reading will be mostly from the original sources (in translation). No prerequisites.

David Gill, S.J.

CL 202 (SA 079) Classical Greek Drama in Translation (F: 3)

Selected plays from 5th-century Attic drama, including most likely Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials, video tapes of performances and slides, and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

This course would be of interest to students of the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek. May be taken for Core credit under the Speech course number.

Dia M.L. Philippides

CL 212-213 (FA 211-212) Art of the Ancient Mediterranean World (F: 3-S: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The fall term will begin with Egypt and Mesopotamia, and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

The spring term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire.

Cornelius Vermeule

CL 219 (FA 311) Greek Art and Archaeology (F: 3)

The art of Ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek Art embodies the highest artistic ideals of the Western World. This course will present major aspects of Greek Art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the Age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

CL 262 Roman Civilization (S: 3)

After a survey of the broad outlines of Roman history, the course will focus on selected topics that illustrate the character of life in the early Roman empire—the years of the Roman Peace. Among these topics are family life, social stratification, mythology and religion (including the growth of Christianity in a pagan culture), political institutions and social attitudes, art (including pornography), law, literature, economic life (including slavery), and popular entertainment (the infamous shows). The aim of the course will be to look not so much at the monumental achievement of Ro-

man imperial government as at the varied texture of life under that government.

Charles Ahern

CL 272 Advanced Topics in Modern Greek II (F: 3)

A seminar or independent study during which the student(s) will be introduced to advanced bibliographic methods and with them investigate a topic (or topics) in Modern Greek literature, linguistics, history or culture. The research will usually lead to the production of a paper. This year the course will center on 20th-century theater and films.

Dia M. L. Philippides

III. Advanced Reading Courses

These courses presume an ability to read Latin or Greek above the intermediate level; reading is primarily in the original languages, unless an instructor makes other arrangements.

CL 315 Homer (S: 3)

Reading and discussion of the *Odyssey*, emphasizing Books 1-4 and 13-24, the story of Odysseus' homecoming and of his revenge on Penelope's suitors. We shall consider the thematic coherence of the story as well as study the technique of oral composition and the social character of Homer's and Odysseus' world.

Charles Ahern

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425.

Margaret Schatkin

CL 350 Advanced Greek (F:3)

A reading in Greek of an author to be selected in accordance with the needs of the students.

Eugene W. Bushala

CL 358 Petronius (F: 3)

Reading and discussion of Petronius' comic novel *Satyricon*, with particular attention to the story of Trimalchio's dinner party. We shall consider both the literary character of the story and its character as a document of Roman social values.

Charles Ahern

CL 390-391 Readings and Research (F: 3-S: 3)

The Department

CL 407 Virgil's Aeneid (S: 3)

Careful reading and discussion of Books 1, 2, 4, 6. Secondary readings in the rest of the *Aeneid* and in the literature, ideas, and historical events behind it. (Students might with profit consider taking CL 262, Roman Civilization, which runs concurrently with this course and covers the general background in much greater detail.)

David Gill, S.J.

CL 414 Advanced Latin (Cicero) (F: 3)

A rapid reading of selected dialogues.

John Shea

Computer Science

Program Description

Arts and Sciences students may either major or minor in Computer Science, or take a concentration in either Computer Science or Information Systems. The major and minor programs are administered by the Department of Mathematics and are described below; the concentrations are administered by the Computer Science Department in the School of Management and are described under that section of this Catalog. The program descriptions which follow include references to the course categories (A), (B), (C), (D), (E), and (F), which are defined under the section "Course Offerings" below.

Program Director for Computer Science: Associate Professor Ned I. Rosen, Department of Mathematics

The Computer Science Major

The Computer Science major is designed to be both intellectually demanding and practical. There are two components to the course requirements for the major: courses in computers and courses in mathematics.

Ten courses are required in the computer component:

1. Computer Science I (MT 550/MC 140)
2. Computer Science II (MT 551/MC 141)
3. Computer Organization and Assembly Language (MT 572/MC 260)
4. Algorithms (MT 583/MC 383)
5. Theory of Computation (MT 585/ MC 385)
- 6.-
10. Five electives chosen from (D), (E), and (F) below, of which at least three must be advanced Computer Science electives (E).

The first five courses in the major are cross-listed between the Mathematics Department and the Computer Science Department, and a student may register for these courses under either designation.

An entering student who has achieved a score of 4 or higher on the Computer Science AP test should speak to the Program Director for Computer Science about placing out of the first course. In this case, a student would be required to substitute an extra elective to complete the Computer Science major.

For Computer Science majors in the College of Arts and Sciences, the computer science courses taken in the School of Management may be counted towards the 32 courses that must be taken in A&S.

The mathematics component of the Computer Science major is as follows:

1. Calculus: MT 102-103 or MT 110-111 (or an equivalent first-year calculus course)
2. Discrete Mathematics:
 - a. MT 243 or MT 216-217
 - b. MT 244, or MT 445 and MT 420, or MT 445 and MT 426

Students considering the Computer Science major are advised to take one of MT 102 (or MT 110) as freshmen and normally should take Computer Science I either in the spring term of their freshman year or in the fall term of their sophomore year. Also, the entire mathematics component must be completed

before taking Algorithms, so Computer Science majors should plan to complete the mathematics component by the end of the junior year.

Students who wish to double major in Mathematics and Computer Science should take MT 102–103 in their first year. Double majors may *not* use the same courses to fulfill both the ten-course computer component for the Computer Science major and the course requirements for the Mathematics major. However, mathematics courses taken to fulfill the Mathematics major requirements *may* be used to satisfy the mathematics component of the Computer Science major.

Computer Science majors who are considering graduate school in Computer Science should plan to complete the five required courses (1-5 above) before taking the GRE achievement test in Computer Science, and, in addition, are urged to take at least two more mathematics courses, including a course in probability/statistics, in their undergraduate programs.

The Computer Science major is administered by the Department of Mathematics, and questions about it should be directed to the Program Director for Computer Science.

The Computer Science Minor

The minor program in Computer Science is designed to provide a coherent and demanding course of study in Computer Science for students with a strong secondary interest in Computer Science.

A&S students intending to minor in Computer Science should register with the Program Director no later than fall semester of their junior year. In addition, they must see the Program Director in their senior year, when the six courses to be taken have been determined.

Six courses are required for the minor:

1. Introductory—MT 008 or MT 063 or MC 021
2. Computer Science I—MT 550/MC 140
3. Computer Science II—MT 551/MC 141
4. Computer Organization and Assembly Language—MT 572/MC 260
- 5
- and
6. Two electives, chosen from categories (C) (theory courses) and/or (E) (advanced electives) below.

The first course in the minor may be waived for students entering with significant programming experience; the first two courses may be waived for students who have achieved a score of 4 or higher on the Computer Science AP test. In both of these cases, however, a student must substitute electives chosen from (C), (D), and (E) for the waived courses.

The Computer Science minor is administered by the Department of Mathematics, and questions concerning the program, including placing out of courses, should be addressed to the Program Director for Computer Science.

Course Offerings

Courses in Computer Science are offered in the Mathematics Department and in the Computer Science Department, and certain courses are cross-listed between the two departments. The following list summarizes the Computer Science curriculum for undergraduates; for course descriptions, see the Mathematics section for MT courses, or Computer Science (in

the School of Management section) for MC courses.

- A. Introductory courses:
 - MC 021, Computers for Management
 - MT 008, Introduction to Computers and Programming
 - MT 063, Mathematical Analysis and the Computer
 - MT 174, Topics in Computer Applications
- B. Programming core:
 - MT 550/MC 140, Computer Science I
 - MT 550/MC 141, Computer Science II
 - MT 572/MC 260, Computer Organization and Assembly Language
- C. Theory Courses:
 - MT 583/MC 383, Algorithms
 - MT 585/MC 385, Theory of Computation
- D. Intermediate Electives:
 - MC 252, Systems Analysis
 - MC 254, Business Systems
 - MC 690, Ethical Issues in Computer Use
- E. Advanced Electives:
 - MT 566, Programming Languages
 - MT 568/MC 633, Computer Graphics
 - MT 577/MC 652, Microcomputer Systems
 - MC 357, Database Systems
 - MC 359, Artificial Intelligence
 - MC 362, Operating Systems
 - MC 371, Compilers
 - MC 373, Robotics
 - MC 374, Topics in Computer Science
 - MC 611, Digital Systems Laboratory
 - MC 622, Prolog
 - MC 644, Scientific Computation
 - MT 599/MC 399, Reading and Research in Computer Science
- F. Cognates for the Computer Science major:
 - MT 414, Numerical Analysis
 - MT 435-436, Mathematical Programming
 - MT 860-861, Mathematical Logic
 - MQ 604, Operations Research
 - MQ 605, Simulation Methods
 - MQ 606, Forecasting Techniques

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor Richard J. Arnott, B.S., Massachusetts Institute of Technology; M.A., M.Philosophy, Ph.D., Yale

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Professor Peter Gottschalk, B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Professor Marvin C. Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Professor William B. Neenan, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Professor Joseph F. Quinn, Chairperson of the Department A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Professor Donald K. Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Professor Donald J. White, B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Associate Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Associate Professor Donald Cox, B.S., Boston College; M.S., Ph.D., Brown University

Associate Professor André Lucien Danié, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Francis M. McLaughlin, Assistant Chairman of the Department B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert G. Murphy, B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Richard W. Tresch, A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Timothy S. Erickson, B.A., California State University at Fullerton; M.A., Ph.D., University of California at Los Angeles

Assistant Professor Jane Marrinan, B.A., DePaul University; Ph.D., University of Minnesota

Assistant Professor E. Scott Mayfield, B.A., Williams College; Ph.D., University of Pennsylvania

Assistant Professor Bruce Mizrach, A.B., Tufts University; Ph.D., University of Pennsylvania

Assistant Professor Stephen Polasky, B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

Assistant Professor David L. Sunding, B.A., Claremont Men's College; M.A., University of California at Los Angeles; Ph.D., University of California at Berkeley

Program Description

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, EC 131–132, is a survey of economic problems, policies, and theory, and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer eco-

nomics, history of economic thought, transportation economics, environmental economics, urban economics, political economy and public policy analysis. A total of ten three-credit courses is required for the major, including Principles of Economics (EC 131–132), Economic Statistics (EC 151 or 157), Microeconomic Theory (EC 201 or 401), Macroeconomic Theory (EC 202 or 402), and any five electives.

Students from the School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (EC 131, 132), Microeconomic Theory (EC 201 or 401), Macroeconomic Theory (EC 202 or 402), Economic Statistics (EC 151 or 157), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131–132) and Statistics (EC 151 or EC 157).

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the Department Honors Committee and must be begun by the beginning of classes in the fall term of senior year. Honors students should also select the following courses: Honors Microeconomic Theory (EC 401), Honors Macroeconomic Theory (EC 402), and three additional courses at the 400 level, i.e., the Departmental Seminars. One of these courses may be Econometrics (EC 428). There is also a comprehensive examination at the end of the senior year.

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work should enter the honors program. Students with truly outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro theory requirements by taking EC 401 and EC 402 rather than EC 201 and EC 202, and by replacing some of the regular electives with Departmental Seminars. Students with good mathematical backgrounds should take EC 157 rather than EC 151 to meet the statistics requirement and they should also take EC 428, Econometrics. Students planning to do graduate work in economics should be sure to take EC 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies or business firms, and as administrators and managers.

Course Offerings

Normally, students should take both EC 131 and EC 132 before taking any other Economics courses. Exceptions are EC 151 and EC 341–343 for which there are no prerequisites. Students graduating before 1994 may take EC

131 and EC 132 in either order; however, students in the Class of 1994 and later should take EC 131 before EC 132. These courses also satisfy the Social Sciences Core requirement.

Students considering Principles should know the fundamentals of high school algebra, especially the algebra and geometry of a straight line. Calculus is recommended for economics majors.

EC 131 Principles of Economics I-Micro (F, S: 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II-Macro (F, S: 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

The Department

EC 151 Economic Statistics (F, S: 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Economic Statistics: Honors Level (Management) (S: 3)

Prerequisite: Calculus

Topics covered will be for future use in the functional areas of business: finance, operations, marketing, and accounting.

Richard McGowan, S.J.

EC 157 Economic Statistics: Honors Level (F, S: 3)

Prerequisite: Calculus

A more intensive analytical treatment of the topics covered in EC 151.

Timothy Erickson

EC 201 Microeconomic Theory (F, S: 3)

Prerequisite: EC 131

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

EC 202 Macroeconomic Theory (F, S: 3)

Prerequisite: EC 132

This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

EC 299 Independent Study (F, S: 3)

The student works under the direction of an individual professor.

The Department

EC 332 American Economic History (S: 3)

Study of the causes and social institutional changes of American economic growth from colonial times to the 20th century. Economic

models will suggest primary causes; alternative viewpoints will also be considered.

James Anderson

EC 333 History of Economic Thought (F: 3)

A chronological survey of the main trends of Western economic thought (especially theory) from ancient times to the early and mid-forties (1940s).

After a rapid overview of the foundations begun among the Greeks, Romans, Scholastic Doctors, and Mercantilists culminating in the 17th and 18th centuries, the main thrust of the course is a presentation of the leading economists from the Physiocrats to the present.

The development of economic theories and policies will be constantly related to the socio-economic and intellectual (philosophical) background of their times.

Frank McLaughlin

EC 338 Law and Economics (S: 3)

Prerequisite: EC 201 or EC 401, or permission of the instructor

In this course, we utilize microeconomic analysis to evaluate the "performance" of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

David Sunding

EC 340 Labor Economics (S: 3)

This course will introduce students to the methodology of labor economics from both institutional and neo-classical perspectives. The principal emphasis will be on neo-classical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

Frank McLaughlin

EC 341 The Consumer Revolution in the World Economy (F: 3)

The Consumer Revolution: the objective, methods and effects of the consumer revolution. Selected areas and industries, e.g., automobiles, credit, health care, food, representing special problems. There are no prerequisites for this course.

Robert J. McEwen, S.J.

EC 343 Consumer Information and Education (S: 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer information. There are no prerequisites for this course.

Robert J. McEwen, S.J.

EC 344 Poverty and Discrimination (S: 3)

Prerequisites: EC 151 and EC 201

The causes and consequences of poverty and discrimination in the United States are examined from an economic perspective. Why is there poverty in an affluent country? Are discrimination and poverty inherent in a market economy? What role should government play in alleviating poverty and discrimination? What role does it play? How could policies be improved?

Peter Gottschalk

EC 349 Economics of Human Resources (F, S: 3)

Prerequisite: EC 201 or EC 401

This course addresses a variety of topics about labor markets, careers, labor-market policy,

and family behavior. A sampling of issues explored: earnings prospects of baby-boomers, the "superstar" phenomenon in the labor market, how school affects workers, immigration policy, protectionism, discrimination, women in the labor market, life-cycle patterns in careers and earnings, motives for private transfers among family members, the economic value of human life, and health and safety policy.

Donald Cox

EC 350 Economics of Medical Care (F: 3)

Prerequisite: EC 131 or 132

Health care offers an interesting topic for economic study: it is important in its effects on consumers, expensive to buy, difficult to evaluate using standard productivity concepts and subject to an often heated political debate concerning such questions as fairness in access, legal liability and the incidence of costs.

This course applies microeconomic analysis to the health care delivery and consumption in the U.S. It has the following objectives: 1) to increase your understanding of microeconomic theory, in particular as it applies to real world problems; 2) to provide you with a good knowledge of the economic aspects and institutions of health care in the U.S.; and 3) to offer you practice in the tailoring of general models to fit particular markets and in the synthesis of empirical information and research reports.

Jaana Muurinen

EC 353 Industrial Organization—Competition and Antitrust (F: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

Frank Gollop

EC 354 Industrial Organization—Public Regulation (S: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of sources of market failure which lead to direct governmental regulation. The pitfalls of rate-of-return regulation are identified, as are the mechanisms that can be used to introduce marginal cost pricing into a regulated industry. Principles of deregulation are examined through study of a number of industries including telecommunications, airlines, trucking, railroads and electric utilities. The course evaluates particular problems relating to the regulation of occupational health and safety and the use of environmental resources.

Frank Gollop

EC 356 Environmental and Natural Resource Economics (F: 3)

Prerequisite: EC 201 or EC 401

In this course we consider environmental and resource policy questions using the tools of microeconomics. We will analyze the question of efficient control of pollution and the optimal use of renewable and non-renewable resources. We will make applications to specific issues such as: acid rain; hazardous waste disposal; greenhouse effect; oil markets and OPEC; energy policy; and the link between economic growth, pollution and resource availability.

Stephen Polasky

EC 359 (PO 339) Economics and Politics of the Environment (S: 3)

This course examines environmental issues from the perspectives of both economics and political science. A wide variety of specific environmental issues will be addressed including hazardous waste, air and water pollution control, global climate change, wilderness preservation and land use. For each issue we will analyze both the political and the economic factors that affect environmental policy formation and implementation.

Mark Landy

Stephen Polasky

EC 361 Monetary Theory and Policy (F, S: 3)

Prerequisite: EC 202 or 402, or permission of instructor

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks, and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

Jane Marrinan

EC 364 Monetary Policy and the Business Cycle (F: 3)

Prerequisite: Macro Policy and Money and Banking

The course is designed to give the student an understanding of the complexity of monetary policy decision-making. Four types of complexities will be addressed: 1) the balance to be struck between the competing objectives of employment and price stability; 2) the uncertain relationships between the tools of policy, interest rates and the money supply, and the nominal GNP; 3) the uncertainties with respect to the strength of the economy; and 4) operational uncertainties in controlling monetary aggregates.

Frank Morris

EC 365 Public Finance (F, S: 3)

Prerequisite: EC 201 or EC 401 or permission of instructor

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a good tax system and the economic effects of taxes. The course stresses current U.S. problems.

Catherine Schneider

EC 368 Economics of Gender and Race (S: 3)

Prerequisite: EC 131–132

This course applies economic analysis to the study of gender- or race-based differences in economic roles and rewards. It presents several alternative explanations for these differences and compares their predictions with empirical evidence. Both explanations based on discrimination and nondiscriminatory models are considered. Public policies, such as affirmative action, are also discussed and assessed. A sample of the topics of the course: sexual division of labor, quotas as affirmative action, segregation in housing markets.

Jaana Muurinen

EC 371 International Trade (F: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism.

Current U.S. protectionist issues will be illuminated, as well as, economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

EC 372 International Finance (F: 3)

Prerequisite: EC 202 or EC 402 or permission of instructor

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

Hossein Kazemi

EC 380 Capital Theory and Finance (F: 3)

Prerequisite: EC 201 or EC 401 and EC 151 or EC 157, or permission of instructor

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

Harold Petersen

EC 391 Transportation Economics (F: 3)

Prerequisite: EC 201 or 401, or permission of instructor

This course applies the basic techniques of microeconomic analysis to the transportation industry. Both the institutional framework and public policy issues of freight and passenger transportation are examined. Topics to be covered include 1) pricing policies 2) regulatory reform, and 3) public provision of transportation infrastructure.

Catherine Schneider

EC 395 Real Estate Finance (F, S: 3)

Prerequisite: EC 201 and EC 202

This course applies the standard tools of financial analysis and economics to issues in real estate finance. Topics to be covered include an analysis of mortgage creating institutions, fixed-rate mortgages, alternative mortgage instruments (ARMs, PLAMs, GPMs, etc.), secondary mortgage markets, and the security of mortgages.

Joe Peek

EC 401 Microeconomic Theory Honors Level (F, S: 3)

Prerequisite: EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Donald Cox

EC 402 Macroeconomic Theory Honors Level (F, S: 3)

Prerequisite: EC 132

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Scott Mayfield

EC 428 Econometrics (F, S: 3)

Prerequisite: Calculus, and EC 151 or EC 157 or its equivalent

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

Joseph Quinn

Peter Gottschalk

EC 403-496 Departmental Seminar Series (F, S: 3)

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 students each. The seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger EC 300 electives. Honors candidates must choose at least three seminars among his/her ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.

The Department

EC 453 Seminar: Topics in Industrial Organization (F: 3)

Prerequisite: EC 201 or EC 401, or permission of instructor

An analysis of the basis for government regulation. Traditional theoretically ideal, and recently suggested forms of economic regulation are evaluated. Principles of regulatory reform and deregulation are illustrated through a number of case studies. Students are given the opportunity (through a required paper) to develop their own arguments for regulation or deregulation of some industry of interest.

Frank Gollop

EC 455 Seminar: Antitrust Policy (S: 3)

Prerequisite: EC 201 or EC 401.

The course focuses on developing an economic analysis of modern antitrust policy. Major cases are reviewed. Students are responsible for individual research projects applying intermediate micro theory to some issue of interest in antitrust economics.

Frank Gollop

EC 462 Seminar: Topics in Macro Policy (S: 3)

The course will begin with a brief review of Intermediate Macroeconomic Theory. The course will then address a number of current issues in fiscal and monetary policy. These include: the changing relationship between money and GNP; the Federal Reserve reaction function; the political business cycle; the Federal government budget deficit; and the role of inflation and interest rates in macroeconomic activity.

Joe Peek

EC 463 Seminar: Micro Public Policy (S: 3)

Prerequisite: EC 201 or EC 401.

This is a seminar on the economic analysis of current microeconomic public policy issues. The goals are to show the relevance of simple micro concepts to a wide variety of current issues, and to demonstrate what economists do for a living. The first half of the course deals with 5 topics that I have chosen. Recent selections have included common property resources, the economic valuation of human life, agricultural price support systems and the photocopying revolution.

Joseph Quinn

EC 466 Seminar: Topics in Taxation (F: 3)

Prerequisite: EC 201 (EC 401)

An in-depth treatment of neoclassical perspectives on tax theory and policy, with emphasis on current federal and/or state and local tax reform initiatives.

Richard Tresch

EC 497 Senior Thesis Research (F: 3)

Research in developing a thesis topic and preparation of a detailed proposal. EC 497 or its equivalent must be completed prior to registering for EC 498, Senior Honors Thesis.

The Department

EC 498 Senior Honors Thesis (S: 3)

Required of all seniors seeking a degree with Honors in Economics.

The Department

EC 600-601 Scholar of the College (F: 3-S: 3)

Other courses in the Department's repertory, offered on a non-periodic basis, include:

EC 135-136 Principles of Economics—French Immersion**EC 335 French Social and Economic Thought (French Immersion)****EC 337 Women in the American Economy****EC 339 Welfare Economics****EC 351 Economics of Information****EC 357 Political Economy I****EC 358 Political Economy II****EC 362 Financial Markets and the Macroeconomy****EC 369 Public Policy Analysis****EC 375 Economic Development****EC 394 Urban Development****EC 397 Soviet Economic System****EC 403 Seminar: Topics in Micro Theory****EC 404 Seminar: Economic Stabilization****EC 433 Seminar: History of Economic Thought****EC 453 Seminar: Topics in Industrial Organization****EC 454 Seminar: Economics of Regulation****EC 456 Seminar: Topics in Natural Resources & the Environment****EC 461 Seminar: Topics in Monetary Policy****EC 464 Seminar: Advanced Topics in Macro Theory****EC 466 Seminar: Topics in Taxation****EC 468 Seminar: Topics in Economic Development****EC 471 Seminar: Topics in International Trade****EC 472 Seminar: Topics in International Finance****EC 480 Seminar: Topics in Financial Markets****EC 482 Seminar: Topics in Capital Markets****EC 486 Seminar: Topics in Poverty and Discrimination****EC 493 Seminar: Topics in State and Local Public Finance**

English

Faculty

Professor J. Robert Barth, S.J., Ph.D., Harvard University

Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Professor Judith Wilt, Chairperson of the Department A.B., Duquesne University; Ph.D., Indiana University

Associate Professor Joseph A. Appleyard, S.J., A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Robert L. Chibka, B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Associate Professor Paul C. Doherty, A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor Robert E. Reiter, A.B., St. Bonaventure University; Ph.D., University of Michigan

Associate Professor Frances L. Restuccia, B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor James D. Wallace, B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Associate Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Associate Professor William Youngren, A.B., Amherst College; A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Mary Thomas Crane, A.B., Harvard College; A.M., Ph.D., Harvard University

Assistant Professor Suzanne M. Matson, B.A., Portland State University; M.A., Ph.D., University of Washington

Assistant Professor Philip T. O'Leary, A.B., Holy Cross; Ph.D., Harvard University

Assistant Professor Alan Richardson, A.B., Princeton University; A.M., Ph.D., Harvard University

Assistant Professor Jennifer A. Sharpe, B.A., Ph.D., University of Texas at Austin

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education which still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations intellectual, aesthetic, psychological, political and social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. And the tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

Since the English major at Boston College prepares students not only for careers in high school and college and university teaching, but also in a variety of other professions (law, business, journalism, communications, etc.) our requirements have a special focus and emphasis.

The Department major envisions students who can work critically and sensitively with texts in poetry and prose, who develop greater sophistication in making and articulating judgments about literature, who become familiar with some of the major developments in the history of British and American literature, and who, in both lecture courses and seminars, pursue in greater depth special areas or major writers within that literature as well as further refinement of both expository and creative writing skills.

The goal of the major, if it can be described briefly, is to provide undergraduate students in a liberal arts college with a strengthened ability to read with care, to write with clarity and grace, to judge with an awareness of various critical methodologies. The major also seeks to provide as full a sense as possible of the range and variety of the literary tradition especially British and American and of key figures within that tradition.

Core

The University Core requirement in English, six credit hours, is fulfilled by taking two semesters of *Critical Reading and Writing*: EN 021—022, one semester of *Core English Seminar*: EN 023—030, or two semesters of UN 105—106, Modernism and the Arts.

Requirements for a Major

1. Students normally begin an English major in their sophomore year, after having had two semesters of the Core course or its equivalent. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: EN 131: *Studies in Poetry* and then EN 132: *Practice of Criticism*. These courses are normally taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.
2. Also required are three other courses which must include:
 - 1 course in pre-1700 English or American literature
 - 2 courses in pre-1900 English or American literature

Courses satisfying the pre-1700 requirement are: EN 161, 162, 170, 171, 307, 316, 321, 326, 327, 340, 475, 476, 529, 530, 564, 568, and 609.

Courses satisfying the pre-1900 requirement are the above courses plus: EN 141, 142, 151, 152, 163, 235, 301, 311, 351, 362, 364, 426, 462, 514, 518, 594, and 596.

These courses may be taken at any time in the student's major, but preferably after the completion of *Studies in Poetry*. Students who have a special interest in American literature are advised to take *Major American Writers I* as a foundation for later courses.

Other courses may be useful, particularly in the sophomore year, to fill in students' knowledge of the background out of which English and American literature developed: Chaucer to Spenser, Donne to Dryden, Pope to Keats, Tennyson to Eliot and the *Major American Writers* sequence. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have a great many options from among the thirty or so electives the Department offers each semester in English and American literature, in Irish studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the Department will offer seminars, to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

Students may also fulfill the major requirements by an alternate method. With the aid of an advisor and the approval of a Departmental committee, they may design an individualized sequence of courses which suits their own special interests. This plan is particularly appropriate for students interested in interdisciplinary work for example, in American Studies. Students who satisfy their major requirements

this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's Department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses, for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Course descriptions, particularly the more detailed ones in the *CoRSS* booklet are useful sources of information for such students.

Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries, a study tour of Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior-year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Tuition is waived for both students. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350—400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department, faculty and students usually have a fair knowledge of English. Interested students should apply to the Nijmegen Committee, c/o English Department, Carney Hall 449 by March 20.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Honors students are also encouraged to take at least one of the Department seminars. For details, see the Chairperson.

Course Offerings

EN 021–022 Critical Reading and Writing (F: 3–S: 3)

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully examined and discussed, are an important part of the course. EN 021–022 fulfills the Core requirement in English.

The Department

EN 023–030 Core English Seminar (F: 6)

A double-credit one-semester course designed to provide students with an opportunity for intensive work on improving their writing. Along with a rigorous program of readings, discussions, and class presentations, students engage in continuous writing and rewriting throughout the semester with the goal of creating effective, convincing, graceful prose compositions. Written work receives individual attention both in the seminar and in weekly conferences with the instructor. Since a single semester of this course satisfies the English Core requirement, it is intended to be as challenging as two semesters of Critical Reading and Writing. Classes are approximately half the size of Critical Reading and Writing sections.

EN 023 Core English Seminar I (F: 6)

The Department

EN 024 Core English Seminar II (F: 6)

Suzanne Matson

EN 025 Core English Seminar III (F: 6)

Andrew Von Hendy

EN 026 Core English Seminar IV (F: 6)

Paul Doherty

EN 027 Core English Seminar V (F: 6)

The Department

EN 028 Core English Seminar VI (F: 6)

The Department

EN 029 Core English Seminar VII (F: 6)

The Department

EN 031 Advanced Placement English (F: 3)
A one-semester course designed exclusively for students who have done advanced placement work in high school. While class meetings are devoted to the analysis of a range of literary texts (drama, fiction, and poetry) by major authors, critical writing is also an important component of the course. Open only to AP students (who score 4 or 5 on the AP test) and to other advanced students. This course does *not* fulfill the Core requirement.

*Mary Crane
Robin Lydenberg
Dennis Taylor
Christopher Wilson*

EN 041–042 English for Foreign Students: Intermediate (F: 3–S: 3)

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English speaking, listening, writing and reading necessary to function satisfactorily academically and socially in the Boston College community.

It is intended for Intermediate students only, *NOT* for beginning students.

During the fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

EN 041–042 is a credit course for undergraduates; but it does *NOT* fulfill the Core requirement in English. It is a non-credit course for graduate students, staff, faculty spouses, etc.

EN 043–044 English for Foreign Students: Advanced (F: 3–S: 3)

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is *NOT* intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in EN 021–022.

Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

The Department

EN 093–094 (SL 027–028) Introduction to Modern Irish I, II (F: 3–S: 3)

A course for beginners in the Irish language as spoken in Connemara (County Galway). The course is intended to develop both conversational and compositional skills and the ability to read Irish prose. Additional language laboratory work required.

Philip O'Leary

EN 097–098 (SL 067–068) Continuing Modern Irish I, II (F: 3–S: 3)

A continuing course in modern Irish for those with a basic prior knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres in modern Irish.

Philip O'Leary

EN 125 (PS 125) (SC 225) Introduction to Feminism (F, S: 3)

Introduction to Feminism is an interdisciplinary course in which students explore the theory and practice of feminism in all its diversity. The readings are selected from history, sociology, psychology, theology, and literature. The course combines collective learning—small seminar groups—with periodic lectures by Women's Study faculty.

Lorraine Liscio

EN 131 Studies in Poetry (F, S: 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

The Department

EN 132 Practice of Criticism (F, S: 3)

This course is designed for English majors who have completed Studies in Poetry. It is meant to promote intelligent writing about literary texts, embracing a variety of genres (fiction, drama, and poetry).

While its concerns will include the sharpening of editorial skills and the development of techniques for research, its principal aim will be encouraging the sort of independent thinking that characterizes effective criticism in all its varieties. Limited enrollment.

The Department

Major American Writers I, II, and III follow the development of American literature from 1620 to the present. MAW I deals with American literature up to 1865; MAW II with American literature from 1865 to 1914; MAW III with American literature from 1914 to the present. Students need not take these courses in chronological order.

EN 141 Major American Writers I (S: 3)

Paul Lewis

EN 142 Major American Writers II (F, S: 3)

*Richard Schrader
Christopher Wilson*

EN 143 Major American Writers III (F, S: 3)

*Leonard Casper
Suzanne Matson
John McAleer
Laura Tanner
Cecil Tate
James Wallace*

EN 151 Survey of English Literature I (F: 3)

This course is designed not only for English majors, but for those general students majoring in Business, Science, History, Political Science, Social Studies and Education who may like good reading and who wish to expand their cultural horizons by following the main traditions of English Literature from its genesis through the 17th century (the second semester will continue this survey). Designed to touch upon such issues as the history of ideas, the continuity/change in genres, new literary directions, etc. The semester's work will concentrate upon medieval romance, medieval drama, Chaucer, Renaissance drama, Renaissance poetry and prose, Shakespeare, and Milton. The course is to be of an "informational" type—to provide names, dates, literary forms and the like in their chronological sequence.

John Fitzgerald

EN 152 Survey of English Literature II (F: 3)

This course is designed not only for English majors but for those general students majoring in Business, Science, History, Political Science, Social Studies and Education who may like good reading and who wish to expand their cultural horizons by following the more proximate traditions of English Literature from Cromwell's murder of Charles I in the seventeenth century to T. S. Eliot's *Murder in the Cathedral*. It is designed to touch upon such issues as the history of ideas, the continuity/change in genres, new literary directions, etc. The semester's work will concentrate on the political and social satire of the period of the seventeenth and early eighteenth centuries; Rationalism and the Age of Johnson; Wordsworth and the other major Romantic Poets; the chief figures in the Victorian Movement, and the new world of literature and criticism beginning after World War I. The names, periods, literary forms and the like are presented in their chronological sequence.

John Fitzgerald

EN 161 Chaucer to Spenser (F, S: 3)

Mary Crane
Andrew Von Hendy

EN 162 Donne to Dryden (F, S: 3)

Dayton Haskin

EN 163 Pope to Keats (F, S: 3)

Dayton Haskin
Daniel McCue

EN 164 Tennyson to Eliot (S: 3)

John McCarthy
Dennis Taylor

Undergraduate Electives**EN 170 Introduction to Shakespeare I (F: 3)**

The dramatist's world and art as reflected in his major histories and comedies.

P. Albert Duhamel

EN 171 Introduction to Shakespeare II (S: 3)

The dramatist's world and art as reflected in his major tragedies.

P. Albert Duhamel

EN 235 Conrad and James (F: 3)

E. Dennis Taylor

EN 236 The Post-Colonial Condition (F: 3)

An examination of the relationship between postmodernism and postcolonialism. We will begin by investigating the crisis in cultural authority and absence of a mastery over the representation that goes by the name of postmodernism. We will then consider "the postmodern condition" in terms of various assertions of "otherness"—the differences in subjectivity having to do with gender and sexuality, racial and geographic dislocations. We will end by examining the particularly strategic place of "Third-World Woman" in feminist attempts to grapple with the gendering of subjectivity in a postmodern world. Readings will include the theories of Jameson Lyotard, Baudrillard, Fanon, Trinh, and the fictions of DeLillo, Borges, Valenzuela, Coetzee, and Rushdie among others.

Jennifer Sharpe

EN 237 (ED 140) Studies in Children's Literature (F: 3–S: 3)

This is a one-semester course that will cover some of the major texts in children's literature. The reading will vary from one semester to another, with each offering of the course. It will, however, always include some classic authors (Grimm Brothers, Perrault, E. B. White, Disney, Viorst, Wilde, Thurber, etc.). In addition, we will explore the various issues (censorship, sexism, racism) that arise in any study of children's literature.

Bonnie Rudner

EN 280 20th-Century British Fiction (S: 3)

Virginia Woolf's remark that "around 1910 human character changed," D. H. Lawrence's assertion that "the old stable ego is gone," and E. M. Forster's elegy for interpersonal and international hopes, "No, not yet, no, not there," will serve as touchstones for a study of the twentieth-century British novel in its variety of moods. We will study works by Conrad, Joyce, Woolf, Lawrence, West, Forster, Orwell, Lessing, and John LeCarré.

Judith Wilt

EN 288 Crime, Fiction and Folk Myth (F: 3)

Detective fiction, as an art form, examined in the context of the novel of manners tradition from which it sprang, with special emphasis on

the country house mystery of the genre's classical age and on distaff detection and criminality. Writers to be studied will include Christie, Sayers, Doyle, Freeman, Crofts, Collins, Allingham, Orczy, Rendell, James, Chesterton, Marsh, and Wodehouse.

John McAleer

EN 300 Tragic Themes of Western Literature (F: 3)

An examination of selected tragedies in the Western literary tradition. We will read Aristotle's *Poetics*, Sophocles' *Oedipus Rex*, *Tristan and Isolde*, Shakespeare's *Othello*, and Lowry's *Under the Volcano*.

Joseph Longo

EN 301 British Novels of the Eighteenth Century (F: 3)

This course explores the origins and early development of what has become the dominant modern literary form: the novel. We consider such issues as the "novelty" of the genre and its ties to previous forms of discourse, tensions between historical/social "realism" and imaginative artifice, interactions of moral and aesthetic values, and relations between psychology and narrative strategy. Our texts are major works from the first century of British novels, by such authors as Behn, Defoe, Richardson, Fielding, Sterne, Radcliffe, and Austen.

Robert Chibka

EN 307 History of the English Language (S: 3)

A survey of the changes through history of the English language, and of the people who spoke it, at various crucial points in history (internal and external history), with an attempt to understand how changes in a language reflect important changes in the culture and society of speakers of the language (notice current masculine-feminine confusions in the pronouns). A systematic method of looking at and describing a sample of language—past, present, or future—will evolve. An interest in language, words, and history on the student's part would be helpful.

Raymond Biggar

EN 309 James Joyce (S: 3)

The life, times, and works, of James Joyce. Readings: *Dubliners*, *Exiles*, *A Portrait of the Artist as a Young Man*, *Ulysses*.

Adele Dalsimer

EN 311 Major Novels of Dostoyevsky (F: 3)

The course will concentrate on the four major novels (in translation) of Fyodor Dostoyevsky (1821–1881): *Crime and Punishment*, *The Idiot*, *The Devils*, and *The Brothers Karamazov*. The focus of the course, while essentially literary/critical, will take into account the historical, religious, and political contexts of the novels.

Richard Hughes

EN 316 Chaucer, *The Canterbury Tales* (F: 3)

A close and critical reading of most of Chaucer's *Canterbury Tales*, exploring his innovative exploitation of genre and other expectations to create an unsimplistic, humane view of the human comedy. A variety of critical approaches to the work will be considered. We shall also read Chaucer's *Troilus and Criseyde* for purposes of comparison. No previous knowledge of Middle English language or literature is assumed. A cheerful openness to the delights and quirks of Chaucer's Middle English is helpful.

Raymond Biggar

EN 321 The Viking Age of Britain (F: 3)

We will study the literature composed when Britain was being populated by successive

waves of invaders. The readings demonstrate the variety of cultures that contributed to the making of England: Celtic folktales, Scandinavian sagas, Roman and Christian historians, English battle poems. Texts include Tacitus, Bede, *Grettir's Saga*, the *Mabinogi*, and finally the "epic" *Beowulf*, which will be read closely as the crowning literary achievement of Anglo-Saxon England. In addition we will examine shorter pieces—allegories, riddles, elegies, minor heroic poems—illustrating the range of learning and literature in early England. All readings are in modern English translations.

Richard Schrader

EN 322 Modern Arthurian Literature (S: 3)

The course will survey a number of modern works connected with the "Matter of Britain," the stories of King Arthur and his knights. The authors include Malory, Tennyson, Twain, Edwin Arlington Robinson, T. H. White, Charles Williams, C. S. Lewis, and Mary Stewart.

Richard Schrader

EN 326 Shakespeare I (F: 3)

A study of selected plays from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (especially Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as "philosopher" (the history of ideas) and "dramatist" (Renaissance theatrical conventions). The plays selected for intensive analysis are *Love's Labour's Lost*, *A Midsummer Night's Dream*, *The Tempest*, *Richard II*, and the first part of *Henry IV*.

Joseph Longo

EN 327 Shakespeare II (S: 3)

A study of the canon from 1600–1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc. and the probability of its resolution. The approach will be through an awareness of Shakespeare as "philosopher" (the history of ideas) and "dramatist" (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*, *King Lear*, *Macbeth*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays rather than the general background.

Joseph Longo

EN 340 Milton (F: 3)

The man, the thinker, the radical, the poet in his world. The major text is *Paradise Lost* preceded by the "minor" poems and succeeded by *Samson Agonistes*.

Robert Reiter

EN 351 British Romantic Poets (F: 3)

In this course we will read works by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, and will try to at least sample one or two of the lesser-known Romantic poets as well. In addition to reading essays in literary theory by the poets themselves, we will consider a variety of critical perspectives, including both formalism (study of poetic and other literary devices and structures) and approaches which bring out the cultural, social, and historical contexts of the poems.

Alan Richardson

EN 362 Early British Gothic (F: 3)

The psychology of terror examined as a literary resource in tales of the preternatural, sensational, macabre, and grotesque by Radcliffe, Lewis, Austen, and Barrett. Readings will be complemented with critical assessments of the

reality of evil as propounded by Summers, Bayer-Berenbaum, Wilt, and Varma.

John McAleer

EN 364 19th-Century British Fiction (F, S: 3)

A course emphasizing the primacy of the novel in the Victorian imagination, following such themes as psychic dualism, romantic energy and Victorian containment, personal aspiration and social progress through a selection of novels starting with Stevenson's *Dr. Jekyll and Mr. Hyde* and Emily Brontë's *Wuthering Heights* and continuing with novels by Dickens, Thackeray, George Eliot and others.

Close study of major novels by Jane Austen, Charles Dickens, Charlotte Brontë, Elizabeth Gaskell, and Thomas Hardy, with an emphasis on the social vision implicit in the narrative structure.

Rosemarie Bodenheimer
Judith Wilt

EN 372 Literary Theory: Plato to the Present (F: 3)

We will read essays of literary theory by writers such as Plato, Aristotle, Longinus, Kant, Schiller, Nietzsche, Sontag. The course will introduce students, in addition, to contemporary trends in literary criticism: Marxist, psychoanalytic, formalist, structuralist, poststructuralist, and feminist. We will take up issues such as the canon and authorial intention.

Frances Restuccia

EN 375 D.H. Lawrence: Novels (S: 3)

A study of four major novels (*Sons and Lovers*, *The Rainbow*, *Women in Love*, and *Lady Chatterley's Lover*) along with a selection of Lawrence's short stories and poems that have a direct or analogical relationship to those novels.

Richard Hughes

EN 382 Seminar: Literary Theory (S: 3)

An introduction to theories of language and culture as systems of signs. The readings are interdisciplinary, drawing from the areas of linguistics, anthropology, psychoanalysis, feminism and ideological analysis. We will be reading the key texts by Saussure, Freud and Marx, and their restructurings and interpretations by twentieth-century thinkers such as Levi-Strauss, Barthes, Derrida, Lacan, Irigaray, Althusser and Foucault. The course assumes no prior knowledge of the theories to be covered.

Jennifer Sharpe

EN 386 Modern British Fiction (F: 3)

This course will consider the developments in narrative technique and the underlying psychological and social assumptions that characterize the work of novelists in the first two decades of the 20th century. The readings will include works by Joseph Conrad, E.M. Forster, D.H. Lawrence, Virginia Woolf, Ford Madox Ford, and—to introduce a later and more radical experimentalist—Samuel Beckett.

Rosemarie Bodenheimer

EN 394 Psychoanalysis and Literature (S: 3)

The focus of this course will be on the intersections of psychoanalysis and literature. We will begin with a few key texts by Freud, Lacan and others to establish at least some common vocabulary of psychoanalytic readings of specific literary works and some actual case histories as literary works.

Likely topics to be covered in some detail include applications of Freud's theory of the uncanny to writers such as E. T. A. Hoffman; Freud's famous "Dora" case and its reexamina-

tion by feminist scholars; Lacan's reading of Edgar Allan Poe's "Purloined Letter" and its critical repercussions. Finally, if time permits, we may explore the work of two authors whose writing seems resistant to most conventional critical analysis, but particularly open to interpretation: Franz Kafka and Marguerite Duras.

Robin Lydenberg

EN 398 The Poetry of Religious Experience (S: 3)

Close reading and analysis of selected British and American poetry from the Renaissance to the present with a view to exploring ways in which various kinds of religious experience inform—or undermine—the argument, language, and imagery of poetry. The course will begin with selections from the Old and New Testament as a way of framing issues and problems. Donne, Herbert, Milton, Pope, Wordsworth, Dickinson, Christina Rossetti, Hopkins, Eliot, Frost and Philip Larkin are among the poets to be discussed. The class will also read some of the most important traditional and contemporary theory dealing with questions of religion and literature.

John Mahoney

EN 412 Prose Writing (F, S: 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly non-fiction papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment.

Barbara Baig
Shelley Evans
Connie Griffin
Susan Kelley
Dorothy Miller
Philip O'Leary
Susan Roberts
Bonnie Rudner

EN 415 Post-Modern American Poetry (S: 3)

A study of American poetry in the context of the waning of modernism. Beginning with the work of Wallace Stevens and William Carlos Williams, this course will examine the development of lyric forms and attitudes that seem to constitute an alternative to the epic ambitions and cultural allusiveness of the work of such early 20th-century masters as T. S. Eliot and Ezra Pound. Writers to be considered will include Robert Lowell, Elizabeth Bishop, James Wright, Gary Snyder, Allen Ginsburg, Adrienne Rich, Frank O'Hara, and others. The focus will be on the poems themselves, although some attention will be given to historical and intellectual backgrounds and to literary politics.

Robert Kern

EN 418 (BK 106) Introduction to Afro-American Literature (F: 3)

A survey of African-American literature from its oral beginnings to the present. Emphasis is on major authors and works which exemplify key elements of language, style, subject, and theme. The course explores the literary treatment of the historical and social experiences of Blacks in the United States.

Fahamisha Brown

EN 422 Society and the Individual in the English Romantic Novel (S: 3)

Hierarchy, patrilineal values, primogeniture, the male entail, female social friendship, women's miseducation, mercenary marriage, the Proud Princess motif, benevolent feudalism, and the grammar of conduct studied in the context of the eighteenth-century feminist tradition, in five major novels: Burney, *Cecilia*; Edgeworth, *Belinda*; Inchbald, *Nature and Art*; Austen, *Emma* and *Persuasion*.

John McAleer

EN 426 Colonial American Literature and Culture (S: 3)

An intensive study of developments in American literature and culture from 1620 to the Revolution, from the Puritan vision of "the Errand into the Wilderness" to the full flowering of democratic cultural forms. Major attention will be focused on writers of New England; texts include poetry, history, theology, captivity narratives, accounts of witchcraft trials, and political tracts from William Bradford to Cotton Mather.

James Wallace

EN 445 (MU 323) Jazz: Listening and Describing (F: 3)

This course will have a dual aim: 1) to provide a working knowledge of jazz history from the early 1920s to about 1950; and 2) to develop facility in writing descriptively about recorded jazz performances, both in themselves and in comparison to other jazz performances and other sorts of music.

Among the principal musicians covered will be the following: Louis Armstrong, Bix Beiderbecke, Jelly Roll Morton, Bessie Smith, Jack Teagarden, Coleman Hawkins, Lester Young, Billie Holiday, Benny Goodman, Duke Ellington, Charlie Parker, Dizzy Gillespie, and Miles Davis. Though the approach throughout will be musical rather than sociological or cultural, no technical knowledge of music will be required. There are no prerequisites for this course.

William Youngren

EN 446 Gender and Film Genres (F: 3)

A course on film watching, and especially, film's handling of gender in some of its classic genres. After an opening session on "watching" using Hitchcock's *Rear Window*, the course will spend several weeks with classic films, from *Citizen Kane* and *Blonde Venus* to *The Gay Divorcee*, and *Guys and Dolls*. Then we will concentrate on films from specific genres—the woman's picture, the war film, science fiction, the western, the teen film—studying both the purposes of these genres, their relationships with their audience, and their deployment of masculine and feminine archetypes. Readings in film history and theory and criticism will supplement the group watching of 12–15 films and the private study of several more.

Judith Wilt

EN 448 Literature of Spiritual Quest (S: 3)

An exploration of literary works concerned with issues of spiritual and psychological development. The course relies on academic analysis of these works, but also invites student exploration of personal spiritual questions by way of journals and discussion. The relation of spirituality and Western religious traditions, as presented in various works, is also studied. Authors include Dostoyevski, D.H. Lawrence, James Joyce, Evelyn Waugh, Kierkegaard, St. Therese, Etty Hillesum, Joseph Conrad, Flannery O'Connor, Chaim Potok, Biblical authors, Beckett, and others; the course also includes

movies by Ingmar Bergman and *My Dinner with Andre*. Suggestions from students are also welcome.
E. Dennis Taylor

EN 452 Southern Renaissance (F: 3)
Cecil Tate

EN 456 (TH 390) Tragic Themes in Biblical Literature (S: 3)

This course will examine some biblical tragedies and their claim for a place of distinction among other great tragedies of world literature. Biblical texts studied will include the story of Saul in 1 Samuel 8–2, considered the clearest example of biblical tragedy; the accounts of the fates of members of Saul's house in 1 and 2 Samuel; the story of Jephthah's sacrifice of his daughter in Judges 10–12; the story of David, Israel's great hero and beloved king, in 1 and 2 Samuel and 1 Kings I; and the quintessential biblical tragedy, the Book of Job. Attention will be given to how these works both meet our expectations of the tragic and depart from it. Comparisons will be drawn to some major examples from Greek tragedy (*Oedipus the King*, *Antigone*, *Iphigenia in Aulis*, *The Bacchae*) and from Shakespeare (*King Lear*, *Hamlet*).
J. Cheryl Exum

EN 460 Modern American Short Story (S: 3)

Collections of short stories by American authors of this century. Likely authors: Edith Wharton, Ernest Hemingway, Flannery O'Connor, John Cheever, Raymond Carver, Andre Dubus, and Alice Munro.
Paul Doherty

EN 462 19th-Century Children's Literature (S: 3)

In this course we will explore the relations between the traditional fairy tale and the children's book in the 19th century, the "golden age" of children's literature. Concentrating on such authors as Ruskin, Thackeray, MacDonald, Carroll, Wilde, Nesbit, Ingelow, and Rossetti, we will consider the English tradition of fantasy literature for children as a complex cultural phenomenon. Literary analysis of the texts will be accompanied by historical, feminist, psychoanalytical, and anthropological approaches.
Alan Richardson

EN 470 Modern American Poetry (F: 3)

The focus will be selected texts of five or six major 20th-century poets, including Frost, Eliot, Pound, Stevens, and Williams, with brief glances at lesser figures and more contemporary ones, such as Gary Snyder. Some attention will be given to various schools and movements—Imagism, for example—and to the intellectual and philosophical backgrounds of Modernism.
Robert Kern

EN 474 (BK 216) Black Women Writers (S: 3)

A survey of Black women prose or poetry writers of the United States from slavery to the present: their subjects, themes, and styles. Focus is on the origin and continuity of a black woman's literary tradition. Major thematic emphasis is on questions of heritage and identity: the African past, the legacy of slavery, social roles, relationships, etc.
Fahamisha Brown

EN 475 Shakespeare (S: 3)

This course will be devoted chiefly to plays written in Shakespeare's maturity and first performed during the reign of James I. Six or eight plays will be emphasized from among the following: *Twelfth Night*, *Much Ado About Noth-*

ing, *Hamlet*, *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Tempest*.
Dayton Haskin

EN 476 Myth, Saga, and Romance (S: 3)

Readings and studies in Celtic and Norse myth as well as in their uses and transmutations in early Celtic (*Tain Bo Cuailnge*), English (*Beowulf*), Icelandic (*Njal's Saga*), and German (*Nibelungenlied*) narratives. European culture's move toward narratives of love and the self will then be followed in Gottfried's *Tristan* and Malory's *Arthurian Stories*. Medieval works will be read in modern English translations.
Robert Reiter

EN 492 American Autobiography (F: 3)

Cecil Tate

EN 502 (SA 502) Abbey Theatre Summer Workshop (Summer: 6)

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Margaret Dever, English Department before March 1.
Margaret Dever

EN 507 20th-Century Irish Fiction (S: 3)

A study of both long and short fiction by several important Irish writers (excluding Joyce): Samuel Beckett, John Banville, William Trevor, Kate O'Brien, and others.
Kristin Morrison

EN 511 (HS 439) Images of Independence (F: 3)

The process of nation-building can be a difficult and frustrating experience. The ideology required for an independence movement may prove an impossible yardstick for a new nation's performance. In Ireland the literary revival had an unusually important political role in the genesis of the nation. This course will examine the social and political changes of the post-revolutionary period in Ireland and their effects upon the intellectual and cultural life of the nation through an examination of the literary heirs of the revolution. Readings will include the works of Sean O'Casey, Frank O'Connor, Liam O'Flaherty, Patrick Kavanagh, Brendan Behan, and Austin Clarke.
Adele Dalsimer
Kevin O'Neill

EN 514 Seminar: George Eliot (F: 3)

This course will focus on the novels of George Eliot in relation to her letters and other biographical materials, raising questions about the transformation of life issues into fictions. We will read 5 of George Eliot's novels, along with selected letters and biographies. Students who register for the course should have some experience with Victorian fiction, a real interest in George Eliot's writing, and the willingness to do independent work in a seminar setting.
Rosemarie Bodenheimer

EN 517 Seminar: James Joyce (F: 3)

The central text will be *Ulysses*. Other likely readings include *Dubliners* and *A Portrait of the Artist as a Young Man* (Joyce) and the *Inferno* (Dante).
Paul Doherty

EN 518 American Novels: Brown to James (S: 3)

The origin and development of the American tradition in the novel, from its beginnings in sentimental fiction to its international triumph. The contributions of such subgenres as the epistolary novel, bildungsroman, the historical novel, Gothic romance, and "woman's fiction" will be considered. The aim of this course is to understand the cultural work for which American novels have been designed. Authors include James Fenimore Cooper, Poe, Hawthorne, Elizabeth Stoddard, and Louisa May Alcott.
Christopher Wilson

EN 529 Shakespeare (F: 3)

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include plays selected from among his earlier comedies (including *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, and others), histories (including *Richard II*, and others) and tragedies (including *Romeo and Juliet*).
Mary Crane

EN 530 Renaissance "Love" Poetry (F: 3)

Discussions will consist of detailed exploration of shorter poems by sixteenth- and seventeenth-century English poets including Wyatt, Sidney, Spenser, Donne, Jonson, Marvell. Discussions will build toward a sense of the individual concerns of these poets and of their common interest in what may be called "love" poetry.
Anne Ferry

EN 536 The Modern Irish Short Story (S: 3)

This course will examine the generations of Irish story tellers who since James Joyce have made the short story an art form in the realist tradition. The reading includes selected stories from Liam O'Flaherty, Frank O'Connor, Sean O'Faolain, Elizabeth Bowen, Mary Lavin, Michael McLaverty, Edna O'Brien, and William Trevor.
Margaret Dever

EN 543 Humor (S: 3)

An experimental course that will attempt to see whether the study of humor theory and humorous literature can enhance our sense of humor and our ability to write humorous prose. Or will this process shrivel our brains and leave us incapable of crossing streets and changing light bulbs? The course will begin with an introduction to current thinking about the form, content, and functions of humor. We will then read humorous works by such writers as Shakespeare, Poe, Thurber, Carroll, Bierce, Irving, and Woody Allen, and in current publications and magazines. Finally, we will set out, alone, and in groups, to write, perform, and evaluate humorous works of our own.
Paul Lewis

EN 544 Seminar: Milan Kundera (F: 3)

A seminar on the novels, play, stories, and literary theory of Milan Kundera. We will read everything Kundera has written as well as everything that has been written about him. We will take up issues such as his aesthetics, modernism, politics; we will examine his representations of sadomasochism, women, etc.
Frances Restuccia

EN 545 Modern Drama (S: 3)

A study of major trends in British drama since World War II with emphasis on Samuel Beckett.
Kristin Morrison

EN 548 American Novel: James to Modernism (F: 3)

A survey of the development of the American novel from Realism to Modernism, emphasizing the response of writers to historical and social conditions and the creation of the "modern" sensibility. Authors include Henry James, Mark Twain, Djuna Barnes, Ernest Hemingway, and William Faulkner. *James Wallace*

EN 555 Three 20th-Century Poets: Hardy, Frost, Bishop (S: 3)

Discussions will explore in detail poems by these three poets in order to build a sense of their individual interests and their common concerns as poets writing in England and America in the twentieth century. *Anne Ferry*

EN 564 Seminar: Shakespeare's Sonnets (S: 3)

This seminar is designed for students who will enjoy extending their powers as readers of poetry by detailed discussion of Shakespeare's sonnets considered as richly varied individual poems and as a collection which is extremely complex, often puzzling and disturbing, incalculably influential. We will approach the poems from a variety of linguistic, critical, and historical perspectives. *Anne Ferry*

EN 565 Seminar: Faulkner (S: 3)

We will study the major novels from the period 1929–1942. These will include *The Sound and the Fury*, *Absalom, Absalom*, *Light in August*, and *The Hamlet*. *Cecil Tate*

EN 568 Seminar: Courtly Love (S: 3)

An historical survey of English and continental love literature from Andreas Capellanus to Chaucer. The course will attempt to assess the significance of the tradition and to apply its chief characteristics to a reading of Chaucer's *Troilus*. A seminar open to seniors only. *Joseph Longo*

EN 576 Writing Workshop: Poetry (F: 3–S: 3)

This course is for the dedicated poet as well as the more general student interested in training the eye and the mind through the discipline of verse writing. Students' own poems, from both open and directed writing assignments, will become the text for this workshop, in addition to some handouts provided by the instructor for discussion on metrical and free verse technique.

Training and practice in the writing of verse. Instructor and class will serve as a critical audience for the work of its members.

Suzanne Matson
Andrew Von Hendy

EN 579 Writing Workshop: Fiction (F, S: 3)

This course provides encouragement, practice, and criticism for students who are seriously interested in writing short (or, possibly, not-so-short) fiction. The workshop format—class discussions of student writing and frequent conferences with the instructor—demands self-motivation and willing participation on the part of students. Students are expected to produce a steady stream of fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome. Emphasis on making choices, inventing voices, and making the story work better. Enrollment limited to 15.

Leonard Casper
Robert Chibka

EN 582 Writing Workshop: Film Script (F: 3)

This film script course uses film adaptations of novels and short stories as a training course for the students' script writing. Double exposure to narrative art and to the craft and art of film allows the student to evaluate both final products and the methods of adaptation. In *The Music Lesson*, *Tess*, *The French Lieutenant's Woman*, and *Sophie's Choice*, how and how effectively were these films adapted?

Much help will be provided by Joy Gould Boyum's *Double Exposure*, plus her evaluations of 16 narrative adaptations—which leaves us choices. Calvin Skaga's *The American Short Story* provides 9 short stories with full or partial film scripts, director interviews, and authoritative reviews—which leaves us choices.

Joseph McCafferty

EN 588 Writing Workshop: Business (F: 3)

A course designed to develop proficiency in clear, vigorous writing for both business and non-business applications. The course emphasizes organization of ideas, clarity, brevity, and precision of expression. Enrollment limited to 25 students.

Daniel McCue, Jr.

EN 591 Scholar of the College Project

By arrangement

The Department

EN 592 20th-Century Women Poets (S: 3)

Two focusing questions for the course will be: How do H. D., Moore, Bishop, and Bogan fit into the period we call "Modernism"? And, do the theoretical assumptions of "post-Modernism" have much to do with the work of Rich, Plath, Levertov, Olds, Oliver, McPherson, and Graham? However we decide to answer these questions, we will be taking up the crucial issue of tradition and how women poets have situated their voices with respect to that centralizing abstraction.

Suzanne Matson

EN 594 Nineteenth-Century Autobiography (S: 3)

This course is an undergraduate seminar intended primarily for advanced department majors who have already taken Practice of Criticism and Studies in Poetry. We will examine a wide variety of autobiographical texts, in verse and in prose, by "major" and "minor" writers, some designed for publication and some not. Our fundamental concern will be with the central problem of modern autobiographical writing: a form which by definition offers to first-person, factual "truth," and yet which tends to adapt a number of fictional strategies in terms of archetypes, narrative structure, and style. Texts will be chosen to reflect a wide range of nineteenth-century experience, and will probably include works by Rousseau (as background), both William and Dorothy Wordsworth, Thomas DeQuincey, J.S. Mill, J. H. Cardinal Newman, Edmund Gosse, Frederick Douglass, Harriet Jacobs ("Linda Brent"), Henry Adams, and Alice James.

Alan Richardson

EN 595 Irish Poetry after Yeats (F: 3)

A survey of Irish poetry since the death of W. B. Yeats in 1939. Among topics to be discussed will be the influence of Yeats on subsequent Irish poets, the emergence of a distinctly post-colonial voice on both sides of the Border between North and South, and, more specifically, the interactions between poetry and politics in the North of Ireland over the past two decades. Some of the poets to be discussed will

be Patrick Kavanagh, Austin Clarke, Seamus Heaney, John Montague, Thomas Kinsella, Michael Hartnett, Eavan Boland, Paul Muldoon, and (in translation) the Gaelic poets Mairtin O Direain, Nuala Ni Dhomhnaill, Maire Mhac an tSaoi, and Michael Davitt. *Philip O'Leary*

EN 596 The Romantic Movement in England (S: 3)

The development of Romanticism in 19th-century England. The course will focus on the major poetry and literary theory of Wordsworth, Coleridge, Hazlitt, and Keats. There will also be consideration of important historical and philosophical backgrounds and issues.

John Mahoney

EN 599 Undergraduate Reading & Research (F: 3–S: 3)

By arrangement

The Department

EN 603 Seminar in College Teaching: Women's Studies (F, S: 3)

This course is for students who have taken Introduction to Feminism and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss weekly assigned readings—interdisciplinary feminist readings—and with their respective seminar groups in Introduction to Feminism. Permission of Instructor necessary.

Lorraine Liscio

EN 609 Medieval Survey (S: 3)

The aim of the course is to survey the best and most significant literature written in English from the 12th through the 15th centuries, excluding Chaucer. Readings will be mostly in Middle English, with some modernization. Such works as *Layamon's Brut*, *The Anchoresses' Rule*, *The Fox and the Wolf*, *The Land of the Cockayne*, *Handling Sin*, *Sir Orfeo*, the alliterative *Morte Arthure*, Barbour's *The Bruce*, *The Pearl*, *Piers the Plowman*, *Sir Gawain and the Green Knight*, and Malory's *Morte d'Arthur* will be read in full or in part. Relevant cultural, social, and political background will be discussed. This course requires a cheerful willingness to tackle the challenges of an earlier stage of English.

Raymond Biggar

EN 616 Contemporary American Poetry (S: 3)

Readings in recent American poetry with attention to the diversity of formal method, style, theme, and theoretical framing which characterizes post-Modern poetry. We will read from Ashbery, Rich, Merwin, Merrill, Olds, Kenney, Graham, and others. *Suzanne Matson*

Fine Arts

Faculty

Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Professor John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Kenneth M. Craig, B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Associate Professor Jeffery W. Howe, Chairperson of the Department
A.B., Carleton College; Ph.D., Northwestern University

Associate Professor John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Assistant Professor Elizabeth G. Awalt, B.A., Boston College; M.F.A., University of Pennsylvania

Assistant Professor James Palmigiano, S.J., B.F.A., Rhode Island School of Design; M.F.A., Columbia University; M.Div., Jesuit School of Theology at Berkeley

Assistant Professor Reva Wolf, B.A., Brandeis University; M.A., Ph.D., Institute of Fine Arts, New York University

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film-making, film history, film criticism and photography is also provided by the Department.

Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by humans in the course of time. The Departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their Department advisors. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. FA 101–102 Introduction to Art History (2 courses), FA 103–104 Art History Workshop (2 courses) normally to be completed by the end of the sophomore year.
2. Seven additional courses of which four must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least *one* course must be chosen from each of the following periods:
 - Ancient Art
 - Medieval Art
 - Renaissance through Eighteenth Century Art
 - Nineteenth and Twentieth Century Art
3. FA 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the junior or senior year. This course

may be counted as one of the seven courses listed in paragraph 2 above.

Double Majors in the Department must fulfill all requirements for *both* majors.

Studio Art

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. (The program is to be worked out in consultation with the department advisor.)

1. FS 101, 102, 103 Foundations of Studio Art (9 credits) Drawing, Painting, Sculpture
2. FA 101–102 Introduction to Art History (6 credits)
3. FS 221 Color
4. Six additional courses with FS numbers. These must include at least three 300 level courses and the senior project (FS 498). Students must have taken at least 4 semesters of work relating to their senior project prior to the senior year.
5. Portfolio reviews are required in the second semester of the sophomore and junior years.
6. In addition to the required courses, the following are recommended:
 - FA 257–258 Modern Art
 - FA 355 From Gauguin to Dali
 - FA 356 Art Since 1945
 - FS 499 Advanced Seminar in Studio Art
7. Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

Course Offerings

Art History

FA 101–102 Introduction to Art History (F: 3–S: 3)

The fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with ancient Egyptian art through the art of the medieval period in the first semester. This course will examine some earlier material from an archaeological perspective but its main emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston. (Renaissance through modern art is taught in FA 102 in the spring). This course may be taken for Core credit.

*Pamela Berger
Kenneth Craig
Jeffery W. Howe*

FA 103–104 Art History Workshop (F: 3–S: 3)

The primary objective of this two-semester course is to expose the student to a series of problems in order to understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101–102). Critiques and discussions also try to develop greater aesthetic sensitivity. Required for art history majors. No prerequisites.

Aileen Callahan

FA 107 History of Architecture (F: 3)

The evolution of architectural styles in the western world. Consideration will be given to

the historical, religious, social, political and structural problems that influenced development of those styles. This course may be taken for Core credit.

Josephine von Henneberg

FA 108 Great Art Capitals of Europe (S: 3)

For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city. The growth of each city will be traced and the historic styles that shaped it defined. This course may be taken for Core credit.

Not open to students who have taken FA 101 or FA 102.

*Pamela Berger
Josephine von Henneberg*

FA 109 Aspects of Art (F, S: 3)

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as an historical sequence of works and styles and replace this with a method based on concepts. This should result in an alternate means of comparison and evaluation that will prove as valuable as the more traditional modes. This course may be taken for Core credit.

Not open to students who have taken FA 101, FA 102, or FA 108.

Charles Colbert

FA 175 Asian Art Survey (F: 3)

A survey of Far Eastern art from ancient times to the present, designed to provide a broad historical and cultural framework. Major monuments, important stylistic trends, and basic terminology and iconography will be emphasized. This course may be taken for Core credit.

Norma Jean Calderwood

FA 181 History of the European Film (F: 3)

From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films. This course may be taken for Core credit.

John J. Michalczyk

FA 182 The Documentary Film (S: 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the masters—Flaherty, Resnais, Ivens, Capra and Riefenstahl—will serve as an indisputable witness to these complex zones in our contemporary culture.

John J. Michalczyk

FA 211–212 (CL 212–213) Art of the Ancient Mediterranean World (F: 3–S: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as

well as painting, sculpture, jewelry, and coinages.

The fall term will begin with Egypt and Mesopotamia, and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

The spring term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire. This course may be taken for Core credit.

Cornelius Vermeule

FA 221 Art of the Early Medieval World (F: 3)

This course treats the Early Medieval period in the East and West. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and wall paintings will be studied with a view to giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages. This course may be taken for Core credit.

Pamela Berger

FA 222 Art of the Later Medieval World (S: 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows will be treated. This course may be taken for Core credit.

Pamela Berger

FA 231 Arts of the Italian Renaissance: Quattrocento (F: 3)

This course will survey developments in art from the fourteenth to the fifteenth century. Painting, sculpture and architecture will be considered, and their developments followed in Florence and other artistic centers in Central and Northern Italy. Artists to be studied will include Giotto, Masaccio, Donatello, Ghiberti, Brunelleschi, Alberti, Botticelli, and Leonardo. This course may be taken for Core credit.

Josephine von Henneberg

FA 232 Northern Renaissance Art (S: 3)

Painting in the Netherlands and Germany in the 15th and 16th centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance Art such as Jan and Hubert van Eyck, Robert Campin, Rogier van der Weyden, Hieronymus Bosch, Pieter Bruegel, Mathias Grünewald and Albrecht Dürer. Open without prerequisites. This course may be taken for Core credit.

Kenneth Craig

FA 251 Modern Architecture (S: 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier. This course may be taken for Core credit.

The Department

FA 256 Impressionism and Neo-Impressionism (F: 3—S: 3)

This course focuses on the development of Impressionism and Neo-Impressionism in France, from Monet to van Gogh. After a study of the intellectual and artistic roots of these trends, the style and subject matter of individual artists, and their relation to the social and political history of the time, is considered. In addition, attention is paid to how the interpretation of Impressionism and Neo-Impres-

sionism has evolved since the later nineteenth century.

The Department

FA 257–258 Modern Art: 19th and 20th Centuries (F: 3—S: 3)

An introduction to art in the western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped shape it whilst being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impressionism. Artists studied in the first segment include: David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art. Artists covered include: Van Gogh, Matisse, Picasso, Brancusi, Duchamp, Pollock. This course may be taken for Core credit.

Jeffery W. Howe

FA 263 The Arts in America (S: 3)

The concept of identity has always been more problematic with regard to American art than with its European counterpart. Not only have Americans had to encounter the wilderness of a new and unsettled continent, but they have also had to determine their standing in relation to their European forebearers. The American artist in particular, then, had to develop a unique synthesis of tradition and newness. This struggle is a source of much of the drama and interest of our cultural past and will form the underlying theme for this course. Beginning with colonial artists such as Copley, we will study the dynamics which enabled figures like Kensett, Whistler, Eakins, and Hopper to achieve levels of very high quality in the face of an environment which was often indifferent to or unaware of their efforts. The purpose of this course, then, will be to investigate those singularly American experiences which formed our painting and sculpture up to the time of World War II when new factors drastically altered this evolution. This course may be taken for Core credit.

Charles Colbert

FA 267 From Salt-Box To Skyscraper: Architecture in America 17th–20th Centuries (F: 3)

This course will trace the development of architecture in America from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston Area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course may be taken for Core credit.

Jeffery W. Howe

FA 275 Arts of Japan (S: 3)

Although Japanese art was influenced by Chinese art, it had a distinct character of its own and maintained its originality from the beginning. Whereas Chinese art was one of dignity and seriousness, the Japanese found pleasure in relating art to man and his activities, and a large element of humor is present in their works. Love of nature inspired a fine landscape tradition in their painting. Their strong interest in genre scenes became best known in the West through woodcuts of the Ukiyo-ye school, which had a strong influence in Impressionism. Decorative design is probably their greatest genius, and is not matched by any other culture in the Far East. This is

best illustrated by all articles of daily use, where they placed great value on the visual impact of the object at hand. There are no prerequisites for this course. All elements of Japanese art will be studied through slides. There will be visits to the collections of the Museum of Fine Arts.

Norma Jean Calderwood

FA 286 Nineteenth and Twentieth Century Photographic History (S: 3)

A survey of photographic imagery and technology from 1839 until the present day in France, England and the United States. Beginning with the period from 1839 to turn-of-the century Pictorialism, this course emphasizes trends, themes and major developments, and discusses the cross-influences between photography and painting. The course continues with an overview of the contributions of Pictorialism and will show the evolution from Straight Photography to modern-day photography. The major photographers and developments of art photography will be the basis for the course, but documentary photography and photojournalism will also be covered. Readings will focus on 20th century photographic criticism. This course may be taken for Core credit.

Deborah Kao

FA 287 Documentary Photography (F: 3)

This course chronicles the history, theory, and social impact of documentary photography from the invention of the medium in 1839 to the present day. The unique mimetic qualities of photography and photomechanical processes revolutionized the use of visual images as tools for documentary persuasion. We will focus on specific documentary projects, such as A. J. Russell's *Great West Illustrated*, Brassai's *The Secret Paris of the 1930s*, and Robert Frank's *The Americans*, as case studies to explicate issues of ideology, patronage, and artistic expression within the documentary mode.

Deborah Kao

FA 296 (HS 249) (RL 294) Italy: Art Literature, History (S: 3)

An interdisciplinary course. It will consist of ten two-hour lectures in English, to be followed by an optional three-week field-trip to Italy. The history and culture of two cities—Florence and Rome—will be studied in their general lines with emphasis on the period from ancient Rome to the Baroque era. Lectures will focus on the social context as well as the artistic trends and figures associated with the two cities.

Rena Lamparska

L. Scott van Doren

Josephine von Henneberg

FA 311 (CL 311) Greek Art and Archaeology (F: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever changing and evolving style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth M. Craig

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for gen-

erations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 342 The Age of Rembrandt (S: 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

FA 353 Romantic Era (F: 3)

This course examines the evolution of the emphasis on emotion and imagination in art and texts from the mid-18th century to around 1840. Emphasis is placed on the printed work of William Blake and Francisco Goya, in which an interest in the irrational is underlined through the ironic relationship between image and text. The significance of philosophical and scientific developments, and of the changing political climate, epitomized by the French Revolution, are considered. Also studied are the romantic response to nature, as seen in the work of Friedrich and Runge in Germany and Turner and Constable in England, and the development of Romanticism in France, notably in the work of Gericault and Delacroix.

The Department

FA 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (S: 3)

From an examination of the diverse reactions of Impressionism in the 1880s the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-traditional currents from Dada to Surrealism are analyzed.

Jeffery W. Howe

FA 356 Art Since 1945 (F: 3)

This course focuses on art in the United States since 1945, particularly of the past ten years, though European developments will also be taken into account. As a framework for examining contemporary artistic trends, special emphasis is placed on the work of Abstract Expressionists (including Jackson Pollock and Barnett Newman) and Andy Warhol, as epitomizing, respectively, what recently has been perceived as the end of "Modernism" and the beginning of "Postmodernism." Whether "Postmodernism" can be defined, and its relationship to contemporary trends in literary theory—Structuralism, Post-Structuralism, Deconstruction—are factors, artists' writings and contemporary criticism all contribute to an understanding of the art studied.

Reva Wolf

FA 357 Modern Sculpture (S: 3)

Beginning with the work of Rodin, the major breakthroughs of twentieth-century sculpture are explored: the use of non-traditional materials, techniques, forms and subject matter in the work of Matisse, Picasso, Duchamp, Brancusi, Tatlin and the Russian Constructivists, Gonzalez, and the Surrealists. The possibilities opened up by these breakthroughs are then studied, as manifested in the work of artists such as David Smith, the Pop, Minimal, Conceptual and Earthwork artists of the 1960s, and in the recent renaissance of public sculpture. Special emphasis is placed on the relationship between sculpture and a) the other

arts, b) the environment, and c) the everyday object. The significance of historical, philosophical, political and sociological factors is considered.

The Department

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, shooting schedules, making the "board," budgeting, funding, production design and costume research. Possible student projects will entail art-historical research related to costumes, props or possible architectural ambiances for such films, the making of shooting schedules and "boards"; research into appropriate musical themes; etc.

Pamela Berger

FA 388 Costa-Gavras' Films: Dramatized History (F: 3)

In his early French films such as *Z* on the Lambrakis assassination, *The Confession* about the Slansky/London mock trial, and *State of Siege* dealing with Latin American guerrilla activity, Greek-born Costa-Gavras established himself as a director of strong, controversial political concerns. Although these films were fictional they had their basis in crucial historical events. With his American-oriented films such as *Hanna K*, *Missing*, *Betrayed* and *The Music Box*, the director has continued to raise the consciousness of his international audiences by his study of American involvement in Latin America, racism, and war crimes.

This course will trace the evolution of each of these films from the actual historical event, through the book and script stage, to the final dramatic cinematic production.

John J. Michalczyk

FA 391 Museum Studies (S: 3)

An introductory survey of the history, theory and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and first-hand study of their operations. The major class project may be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended.

The Department

FA 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Kenneth Craig

FA 403-404 Independent Work (F, S: 3)

This course may be given from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

FA 482 Film Criticism (S: 3)

In essence, we become film critics when we express our opinion about a film in light of the plot, characterization, dramatic tension, etc. As an art form film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques

are found in our daily newspapers and weekly journals.

This course will continue the process through the screening and discussion of primarily American films organized in genres (war, horror, western, noir, science fiction, etc.). Students will read extensive critiques and theory while developing sharp critical skills.

John Michalczyk

FA 499 Scholar of the College (F, S: 3)

A&S students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. Candidates must have at least a 3.3 average; they apply through the Department chairman, with the approval of a faculty supervisor, and are selected by the dean. They normally take two upper-division electives in each semester of their senior year, and have the rest of their time to work independently on their projects. Application deadline is normally in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog, or contact the Dean's office for a full description of the requirements.

The Department

Studio Art (including Film and Photography)

FS 003-004 Introduction to Ceramics (F: 3-S: 3)

An introductory course for students desiring a foundation knowledge in the possibilities of clay. This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information.

The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Lab fee per semester: \$75.00 *Mark Cooper*

FS 100 Visual Thinking (F, S: 3)

This is a studio art course which encourages entry level and advanced students to grapple with questions about the nature of art and the creative process. By exploring the relationship between seeing, thinking, and making students arrive at a fuller, more confident understanding of visual language and the nature of the visual world. Although students explore and problem solve with a variety of art materials and processes the course requires minimal technical facility. By stressing the conceptual aspect of visual thinking the course will allay fears ("I can't draw") which block students from considering studio art as a serious option.

Lab fee: \$40.00

Michael Mulhern

FS 101 Drawing I: Foundations (F, S: 3)

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and an understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived

ideas about art. This course may be taken for Core credit.

Lab fee: \$65.00

*Elizabeth Awalt
Michael Mulhern
James Palmigiano, S.J.
John Steczynski
Andrew Tavarelli*

FS 102 Painting I: Foundations (F, S: 3)

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning "to see" as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on "copying." Students are expected to paint in class as well as at home. Critiques, slide lectures and museum visits are an integral part of the course. This course may be taken for Core credit.

Lab fee: \$65.00

James Palmigiano, S.J.

FS 103 Sculpture I: Foundations (F, S: 3)

The realization of images in 3 dimensions takes many forms, from relief to free-standing object, from observation to transformation. This course is an introduction to the language and processes used in making sculpture. Through demonstrations, discussions, museum visits and assignments the student will be encouraged to develop a broad vocabulary and personal vision. This course may be taken for Core credit.

Lab fee: \$65.00

Michael Mulhern

FS 145 Beginning Ceramics: Introduction to the Figure (F: 3)

An introductory course for students with or without art experience who want to explore art making that considers the figure as a source. This course will use clay as a primary material; but, will also explore a variety of other materials, such as drawing, painting, plaster and found objects/assemblage. The course will explore a range of attitudes from realistic to abstract. Models will be used throughout the semester.

Lab fee: \$75.00

Mark Cooper

FS 161 Photography I (F, S: 3)

This course is an introduction to black and white photography. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary photographers, critiques of student work, and darkroom demonstrations. Emphasis will be placed on helping each student realize a personal way of seeing. Students will have weekly shooting and printing assignments. Class limited to 15 students.

Lab fee: \$85.00

Charles Meyer

FS 171 Film-making I (F, S: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent film-making: shooting, lighting, and editing. Film as a form of expression and communication. A class for beginners. Equipment is provided.

Lab fee: \$75.00

Cindy Kleine

FS 173 Animation I (F, S: 3)

An introduction to film animation, covering a variety of techniques. The basic concepts of transformation, movement, and timing will be taught, through assignments which include both 2-dimensional and 3-dimensional techniques. Animation will be used creatively as a

means of personal expression, with emphasis on concept and communication. A number of animated films will be shown each week, serving to illustrate and explain the processes of animation.

Karen Aqua

FS 203 Drawing II: Perspective and Tone (F, S: 3)

Prerequisite: FS 101 or permission of the instructor

A skills course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

Lab fee: \$60.00

*James Palmigiano, S.J.
John Steczynski*

FS 204 Drawing III: Introduction to the Figure (S: 3)

Prerequisite: FS 203 or permission of the instructor

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged.

Lab fee: \$60.00

John Steczynski

FS 221 Color (S: 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies.

Lab fee: \$60.00

Elizabeth Awalt

FS 223-224 Painting II-Painting III (F: 3-S: 3)

Prerequisite: FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Lab fee per semester: \$65.00 *Andrew Tavarelli*

FS 225-226 Watercolor I-Watercolor II (F: 3-S: 3)

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape; critiques and slide presentations. Previous drawing experience is recommended.

Lab fee per semester: \$60.00 *Elizabeth Awalt*

FS 241-242 Ceramics I-Ceramics II (F: 3-S: 3)

No prerequisite

Stress is placed on the basic fundamentals of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possi-

bilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside of class on specific projects.

Lab fee per semester: \$75.00

Mark Cooper

FS 261 Photography II (F, S: 3)

Prerequisite: FS 161 or permission of the instructor

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships among light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work; for presenting historical and contemporary movements in photography and the development of a visual literacy; and for demonstrating photographic processes and equipment. Students are expected to produce work in a series and to present a final portfolio. Class limited to 15 students.

Lab fee: \$85.00

Charles Meyer

FS 267 Experimental Photography (S: 3)

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected.

Lab fee: \$85.00

The Department

FS 273 Film-making II (S: 3)

Prerequisite: Film-making I or permission of the instructor

This course is designed for students who want to make movies. Utilizing state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the film-making process. Equipment is provided. Class limited to 12 students.

Lab fee: \$75.00

Cindy Kleine

FS 275 Animation II (S: 3)

An advanced course in film animation, providing in-depth, intensive experience. Unique and personal expression, combined with a thorough technical knowledge, will enable students to make a mature and sophisticated exploration of the medium. Students will work towards completion of a short animated film.

Karen Aqua

FS 301-302 Drawing IV: Figure-Drawing V: Figure (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition.

Lab fee per semester: \$65.00

John Steczynski

FS 323 Painting IV: Landscape (F: 3)

Prerequisite: FS 223-224 or permission of the instructor

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local land-

scape and these paintings will serve as source material for large-scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally.

Lab fee: \$65.00

Andrew Tavarelli

FS 324 Painting V: Figure (S: 3)

Prerequisite: FS 223–224 or permission of the instructor

The objective of this advanced painting course is to introduce the student to the concept of extracting and abstracting images from life; most notably from the figure. During the first portion of the semester, students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional figurative imagery, called from photographs and media imagery, into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly.

Lab fee: \$65.00

Andrew Tavarelli

FS 344 Ceramics III–Vessels/Wheelthrowing (S: 3)

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated throughout the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

Lab fee: \$75.00

Mark Cooper

FS 345, 346, 347, 348 Advanced Ceramics II, III, IV, V (F, S: 3)

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times on Wednesdays. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction.

Lab fee per semester: \$75.00

Mark Cooper

FS 378 Art as Symbol I: The Great Mother, The Hero, and Death (S: 3)

A study of archetypes (the Great Mother, the Hero, etc.) and polarities (feminine/masculine, spiritual/sensual) as they relate to the themes, forms and processes of art. Lectures, discussions and projects.

John Steczynski

FS 385–386 Independent Work (F: 3–S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. Department permission required.

The Department

FS 485–486 Independent Work (F: 3–S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. Department permission required.

The Department

FS 498 Senior Project (F: 3)

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review.

Elizabeth Awalt

Note: A laboratory fee is charged in all studio courses.

Geology and Geophysics

Faculty

Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Professor J. Christopher Hepburn, A.B., Colgate University; A.M., Ph.D., Harvard University

Professor James W. Skehan, S.J., Director, Weston Observatory
A.B., A.M., Boston College; Ph.D., Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., A.B., Boston College; Ph.D., University of Southern California

Associate Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Associate Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Associate Professor David C. Roy, Chairperson of the Department
B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Associate Professor Alan L. Kafka, B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Assistant Professor John F. Devane, S.J., Acting Director, Weston Observatory
A.B., A.M., Boston College; M.S., Fordham University

Program Description

Major in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a major program with an emphasis in Geology, Geophysics, a combination of Geology and Geophysics, or the Environmental Geosciences. Within the broadly defined constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. It is recognized that students may wish to major

or have a concentration in the earth sciences for a variety of reasons including:

1. a desire to work professionally in one of the earth sciences,
2. a desire to major in the Geosciences as part of a liberal arts education,
3. a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
4. a desire to teach earth science in secondary schools, or
5. a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the composition, structure and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce.

Recently the environmental concerns of man-induced pollution and shortages of energy, clean water, and other natural resources have introduced exciting new fields of investigation to the science. The earth scientist of today has the choice of working outdoors in the field or in ultra-modern computer-equipped laboratories. The number and complexity of problems addressed by geologists and geophysicists and geo-environmentalists will only increase in the future; thus, students choosing to work in these areas can look forward to exciting and financially rewarding careers.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made between the beginning of the junior year and the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year.

Students may propose substitutes for particular course requirements by petitioning, in writing, the Department Undergraduate Policy Committee.

Environmental Geoscience Major

This program serves as an excellent major both for students who wish to concentrate in the environmental sciences; as well as for those who may use their environmental studies in the general context of a Liberal Arts program or as preparation for careers in law, conservation, park rangers, or foresters, etc. Students concentrating in Environmental Geosciences should work out their programs closely with a Departmental advisor to ensure both breadth and depth in this subject area, but must complete the following course requirements: 1) A total of 10 courses in the Department of Geology and Geophysics, no more than four of which may be at the 100 level. (a) These

courses must include Introduction to Geology and Geophysics I, with the laboratory (GE 132–133) and Environmental Geology (GE 265). Planet Earth I (GE 115), Introduction to Earth Science (GE 180) and The Dynamic Earth (GE 197) plus the Introduction to Geology Laboratory (GE 133) may substitute for GE 132–133. (b) Three courses from among the following: Introduction to Geology and Geophysics II (GE 134); Geologic Hazards, Landslides and Earthquakes (GE 143) or Geophysical Hazards (GE 145); Oceanography I and II (GE 157 and 160); Meteorology (GE 170); Mineralogy (GE 200); Structural Geology I (GE 285); Stratigraphy and Sedimentation (GE 264); Petrology I (GE 270). (c) At least one course from among the following: Geochemistry (GE 302); Modern and Ancient Sedimentary Environments (GE 460); Hydrology (GE 395); Chemistry of Natural Water Systems (GE 484); Engineering Geology (GE 542); Marine Geology (GE 530); Coastal Geology (GE 539). (d) Four elective courses in the Department to be chosen by the student with his or her advisor. 2) A year of another laboratory science (Chemistry, Physics, or Biology) is required. Students are encouraged to take additional courses in Mathematics (Calculus), Chemistry, Physics and Biology. Up to two courses taken in these subjects in addition to those in (2) above may be substituted for the electives in the Department (“d” above). Students are also advised that other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to and approval by the Departmental Undergraduate Policy Committee.

Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and II (GE 132, 134), Mineralogy (GE 200), Structural Geology I and II (GE 285, 385), Petrology I and II (GE 270, 272), Stratigraphy and Sedimentation (GE 264) and at least two additional electives (with a minimum of one being numbered 300 or above) in the Department to bring the total number of Departmental courses to 10. Also required are two semesters of Calculus MT 102 and MT 103 or their equivalent (e.g. MT 100–101, and MT 200), two semesters of Physics using Calculus (PH 209–210 or PH 211–212) and two semesters of Chemistry with laboratory (CH 109–110, or CH 117–118). The Department strongly advises that Mathematics MT 204 and MT 305 be taken, and a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Departmental electives upon written approval of the Chairperson prior to taking the field course. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: Introduction to Geology and Geophysics I and II (GE 132, 134), Structural Geology II (GE 385), Introduction to Geophysics (GE 391), plus three other courses in geophysics, two additional Departmental electives numbered 200 or above, and two additional electives approved in ad-

vance by the student's advisor in Departmental courses numbered 400 or above or in advanced courses in Physics or Mathematics beyond those required below (note: may be fulfilled by a combination of courses such as one advanced Departmental course and one advanced Physics course, etc.). Thus 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are: one year of Chemistry, with laboratory (CH 109–110 or CH 117–118); Calculus through MT 305 or MT 303, and four semesters of Physics, to include at least two semesters of Physics from among the following: PH 327, PH 401, PH 425, PH 515, in addition to two semesters of Introduction to Physics with Calculus (PH 209–210 or PH 211–212). Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geology–Geophysics Major

This major may be desirable for those seeking the advantages of both programs and is considered excellent preparation for those looking toward employment in industry following graduation with a B.S. degree. However, the student is cautioned that this combined program is clearly more intensive than either of the separate majors in Geology or Geophysics.

Students majoring in Geology–Geophysics will take the following courses: Introduction to Geology and Geophysics I and II (GE 132, 134), Mineralogy (GE 200), Structural Geology I and II (GE 285, 385), Petrology I and II (GE 270, 272), one course in sedimentary geology, and at least three courses in Geophysics. Also required are two semesters of Chemistry with laboratory (CH 109–110 or CH 117–118), Calculus through MT 305 or MT 303, and three semesters of Physics to include at least one semester of Physics from among the following: PH 327, PH 401, PH 402, PH 425, PH 515, in addition to two semesters of Introduction to Physics with Calculus (PH 209–210 or 211–212). Courses in computer science and a summer geology field course are highly recommended. The student will plan an elective program in consultation with his or her advisor.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a thirty-station regional seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort

to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

Core Program

The Core course offerings in the Department reflect the view that the planet Earth is the only one we ourselves shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the discharge of pollution, the use of petroleum and other natural resources, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as Core courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Although you may not become scientists by enrolling in these courses, you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science Core requirement and have no prerequisites. Others may be substituted upon petition and consideration. Also note that GE 345 is part of the Departmental Core Program, at a more advanced level.

An asterisk after a course title indicates that a course carries a laboratory fee.

Course Offerings

Core Courses

GE 115 Planet Earth I* (F: 3)

An introduction to the concepts and processes of our only home and its environment, planet Earth. In addition to lectures, simulated field-trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology. One two-hour A–T session and two one-hour lectures per week. Lab fee: \$45.00 *E.G. Bombolakis*

GE 125 Planet Earth II* (S: 3)

A sequel to GE 115, this course will explore the development of planet Earth, with special attention to North America and the United States, and the history of evolutionary development of life forms that have inhabited its surface through time. One two-hour Audio-Tutorial laboratory exercise and two one-hour

lectures per week. GE 115 is not a prerequisite for this course.

Lab fee: \$45.00

The Department

GE 132 Introduction to Geology and Geophysics I (F: 3)

An introduction to the important geological processes operating on and within the earth. Intended for Geology, Geophysics, and Environmental Geoscience majors, majors in other sciences, and students wishing a more advanced course than is given in GE 115–125. Fulfills Core science requirement. Laboratory (GE 133) is required for Geology, Geophysics and Environmental Geoscience majors, but optional for non-majors.

J. C. Hepburn

GE 134 Introduction to Geology and Geophysics II (S: 3)

A continuation of GE 132 with an emphasis on geophysical aspects of the earth: seismology, radioactive dating, magnetism, and gravity. May be taken without GE 132 with permission of instructor. Fulfills Core science requirement. Laboratory (GE 135) is required for Geology and Geophysics majors.

The Department

GE 133–135 Introduction to Geology and Geophysics Laboratory* (F: 1–S: 1)

Laboratory required for Geology, Geophysics and Environmental Geoscience majors and open to other interested students enrolled in GE 132–134.

One two-hour laboratory per week and field trips.

Lab fee per semester: \$120.00

*J. C. Hepburn
The Department*

GE 143 Geologic Hazards, Landslides, and Earthquakes (S: 3)

The origin of common types of earth material and several landform features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C.; recent disasters such as the Vajont dam disaster and the Alaskan earthquake; and the prediction of earthquakes in California and the eastern United States. Two 75-minute lectures per week.

E.G. Bombolakis

GE 145 Geophysical Hazards (F: 3)

An overview of current prediction capabilities for geophysical events of the solid earth (earthquakes, volcanoes, landslides), the atmosphere (storms, tornadoes) and the hydrosphere (floods). Emphasis is placed on societal values of prediction as well as on accomplishments and still unsolved problems.

Two 75-minute lectures per week.

John F. Devane, S.J.

GE 150 Introduction to Astronomy* (F: 4)

The solar system with emphasis on the planets. History of our understanding of the system and the rapid increase of knowledge from artificial satellites. Weekly two-hour discussions and two 75-minute lectures per week. Telescopic observations of sunspots during the day in addition to measurements of the brightness of a variable star and views of current astronomical phenomena at night.

Lab fee: \$45.00

E. M. Brooks

GE 157–160 Oceanography I and II* (F: 4–S: 4)

A non-mathematical discovery of the environments of the world's oceans and coast lines.

Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents. The second semester emphasizes the evolution, ecology and physical processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land, as well as the animals and plants that live in both the deep and shallow waters as well as at the water's edge. Man's effect upon and benefits from each of these environments and ecological niches is stressed.

Two one-hour lectures per week. One one-and-a-half-hour laboratory and one optional demonstration, film and/or discussion each week. A field trip in the second semester. Second semester can be taken without the first semester.

Lab fee per semester: \$50.00

Benno M. Brenninkmeyer

GE 167 Geology and the Environment (F: 3)

This lecture course is a survey of the geologic aspects of our environment. Topics include: natural resources (water, soils, fossil fuels, and mineral deposits), river and coastal processes that interact with human culture, and the geologic aspects of toxic and nuclear waste disposal. One or more half-day or day field trips are anticipated in the second half of the semester.

David C. Roy

GE 170 Introduction to Meteorology (S: 4)

The structure and controls of the atmosphere's vertical motion and world-wind systems. Laws describing heat flow including the greenhouse effect. Each student prepares one analog forecast for the next day's weather in Boston.

Two 75-minute lectures and one discussion per week.

E.M. Brooks

GE 177 Cosmos (S: 3)

Man is in the process of exploring the Solar System and beyond. The spectacular results of recent manned and unmanned space programs, including Apollo (moon), Viking (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn, Uranus, Neptune) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the Solar System. The question of the possibility of life on other planets, particularly Mars, will be discussed. Throughout the course, the fundamentals of how science works will be emphasized. Lectures will be supplemented by various films, slides and selected portions of video tape from the "Cosmos" series. Two and one-half hours of lecture per week.

J. C. Hepburn

GE 180–182 Introduction to Earth Science* (F: 3–S: 3)

This course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the solar system. Topics include: the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system. Two one-hour lectures and one two-hour laboratory session per week.

Second semester may be taken without the first semester.

Lab fee per semester: \$45.00

Alan Kafka

GE 190 Origins of Man (F: 3)

An introduction to the study of man as a biological creature. This course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and *Homo sapiens*.

George D. Brown, Jr.

GE 191 Origins of Man Laboratory* (F: 1)

This optional laboratory will provide direct experience with various aspects of the study of human origins. These will include the concepts of speciation using fossils, examination of characteristics that separate man from apes, and the characterization of various fossil hominoids and hominids by means of their structural features. Replicas of important fossils will be examined and compared to illustrate differences. Two hours weekly.

Lab fee: \$45.00

George D. Brown, Jr.

GE 197 The Dynamic Earth (S: 3)

The focus of this lecture course is the dynamism of the earth as reflected in the drifting of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind.

David C. Roy

Major Courses

The following courses are designed for majors in the Department or majors in other sciences. Some courses have prerequisites, others do not. All however, may be taken by students who seek elective credit.

GE 200 Mineralogy* (F: 4)

Prerequisites: GE 132, 134, first year of Chemistry, may be taken concurrently.

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory per week.

Lab fee: \$45.00

Rudolph Hon

GE 240 Seminar in Regional Geology *Prerequisite:* Consent of the instructor

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 20 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip.

The Department

GE 264 Stratigraphy and Sedimentation (S: 4)

Prerequisite: GE 132 and 134 or equivalent

The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

George D. Brown, Jr.

GE 265 Stratigraphy and Sedimentation Laboratory* (S: 0)

This required laboratory will have students analyze and describe hand specimens of sedimentary rocks and use this type of information to make surface and subsurface maps and cross-sections. Stratigraphic and biostratigraphic maps and cross-sections will be plotted and analyzed for correlations, porosity, permeability, thickness, reservoir sizes and volumes, and other aspects that relate to practical and theoretical analyses of basins, paleogeography, paleoecology, paleoenvironments, and fluids. Two hours per week.

Lab fee: \$45.00

George D. Brown, Jr.

GE 285 Structural Geology I: Field Aspects (F: 4)

Prerequisites: GE 132, GE 134, and one year of calculus

This course is designed to be a concise introduction to the deformation of the earth's crust, utilizing concepts of stress and strain, and basic principles of rock deformation in the development of geologic structures. Two 75-minute lectures and a two-hour laboratory session per week, complemented by six weekend day sessions in the field. Laboratory sessions emphasize geometrical and physical aspects of geologic structures. The field exercises will include the construction of a base map with the incorporation of major features. Field sessions also will illustrate relationships between dikes and fractures, fault zones, cleavage, and folding.

E. G. Bombolakis

R. J. Martin III

GE 286 Structural Geology I Laboratory* (F: 0)

Lab fee: \$60.00

E. G. Bombolakis

R. J. Martin III

GE 302 Geochemistry (S: 3)

Prerequisites: College Chemistry, GE 200 or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Rudolph Hon

GE 325 Geologic Computing and Computer Graphing (S: 3)

The focus of this course is on applications of desktop workstations to solutions of problems in earth science disciplines. Solution strategies will include effective data management, data processing, statistical analysis and graphical analysis. The course is intended mainly for those who are interested and have the need to apply workstations in their studies and research.

Rudolph Hon

GE 345 Human Evolution and Paleontology (S: 3)

Prerequisite: GE 190 or instructor approval.

A seminar on human evolution beyond the introductory level. Five topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. Limited to 25 students. Term paper and field trips. This course may be used to fulfill science Core requirements.

George D. Brown, Jr.

GE 350 Regional Geology of North America (F: 3)

Prerequisites: GE 132–134, 285 or equivalent. A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports.

George D. Brown, Jr.

GE 395 Ground Water Hydrology I (S: 3)

Prerequisites: GE 134, 200, Chemistry 110, MT 101 or 103; or equivalents.

An introduction to hydrological processes on the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed. Three hours of lecture per week.

Michael Frimpter

GE 450–452 Exploration Geophysics I and II (F: 4–S: 4)

Prerequisites: GE 132, MT 200–201 or MT 204, PH 211–212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoenvironmental work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

John E. Ebel

John F. Devane, S.J.

GE 500 Potential Field Theory (S: 3)

Prerequisites: MT 202; PH 211–212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered.

John F. Devane, S.J.

GE 520 Sedimentary Petrology (S: 3)

Prerequisites: GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance and depositional environments will be explored.

David C. Roy

GE 530 Marine Geology (S: 3)

Prerequisites: GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Brenninkmeyer

GE 543 Plate Tectonics and Mountain Belts (F: 3)

Prerequisites: GE 285 and GE 272

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are subject to much current research

and debate that will certainly continue to be a focus of geological thought well into the future. Since most students have a general understanding of Plate Tectonic theory, but few have a sufficient working knowledge of its ramifications, this course will explore Plate Tectonics and its geo-tectonic implications in detail. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed as will current ideas for the analysis of exotic terranes.

J. Christopher Hepburn

GE 547 Advanced Structural Geology (S: 3)

Prerequisite: Consent of instructor

The course begins with an introduction to deformation of the lithosphere and analyses of isostatic displacements, culminating in a comparison of the North American Cordillera with the Appalachians. This comparison of epeirogenesis and orogenesis involves the principles of deformation of materials and the analyses of stress and strain, in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension, and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, thermal expansion, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults, faulting processes, folds, folding processes, including quantitative analyses of the development of several types of intrusive structures. Three hours of lecture per week.

E. G. Bombolakis

R. J. Martin III

GE 550 Geostatistics (F: 3)

Prerequisites: GE 115, 125 or equivalents: Computer Programming recommended.

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations. Both single, variable and multivariable problems will be considered.

Benno M. Brenninkmeyer

GE 572 Geophysical Data Processing (F: 3)

Prerequisite: GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devane, S.J.

GE 595 Ground Water Hydrology II (F: 3)

Prerequisite: GE 395

A continuation of Hydrology, with special emphasis on ground water modelling and networking.

Alfredo Urzua

GE 596 Reading and Research in Environmental Geology (F: 3–S: 3)

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.

The Department

GE 597 Reading and Research in Geology (F: 3–S: 3)

An independent study of some problem or area of knowledge in geology under the direc-

tion of a faculty member. Also to be used for undergraduate students doing honors theses.

The Department

GE 598 Reading and Research in Geophysics (F: 3–S: 3)

An independent study of some problem or area of knowledge in geophysics under the direction of a faculty member. Also to be used for undergraduate students doing honors theses.

The Department

GE 599 Scholar of the College (F: 3–6; S: 3–6)

Independent study in Geology, Geophysics or the Environmental Geosciences under the direction of a faculty member for students qualifying for University honors.

The Department

GE 610 Physical Sedimentation (F: 4)

Prerequisites: GE 132, 134, 264, 272; MT 100–101; PH 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three hours of lecture per week. Laboratory GE 611 required.

David C. Roy

GE 611 Physical Sedimentation Laboratory* (F: 0)

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using recirculating flumes.

Lab fee: \$60.00

David C. Roy

GE 660 Introduction to Seismology (F: 3)

Prerequisites: GE 134 or equivalent, MT 200–201 or MT 204 (may be taken concurrently)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

John E. Ebel

GE 661 Theoretical Seismology (S: 3)

Prerequisites: PH 480, GE 660 or equivalent
An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

The Department

GE 794 Seminar in Geology: Application of DEC Workstations to Solutions of Geological Problems (F: 3)

Prerequisite: Permission of instructor
Recent developments in computer applications drift more progressively toward distributed and networked environments. This seminar will highlight the newly established departmental local area network of DEC computers served by 2 Microvaxes 3800, 3 Vaxstations 3100, and 1 Decstation 3100. The topics will include the basic elements of a distributed network, working in the distributed environments, DEC Windows (graphical user interface that is a DEC implementation of the x-window protocol), applications under DEC Windows, and a guide to writing your own applications. More detailed discussions will be reserved for DCL, command procedures, and interfacing with various graphics routines and devices. The seminar will meet twice a week with hands-on

assignments on DEC Vaxstations and VT1000—new DEC window terminals.

Rudolph Hon

GE 796 Seminar in Geology: Tectonics of the Northern Appalachians (S: 3)

Prerequisite: Permission of instructor

This year, the seminar will focus on the geology and tectonics of the northern Appalachians with the goal of developing an integrated model for their evolution through time. Students and faculty will discuss a variety of data available from geological, geophysical, and geochemical studies to help reconstruct the history of this mountain belt. Current concepts of plate tectonic theory and terrane analysis will be used throughout the seminar.

J. Christopher Hepburn

The following elective courses are offered by the Department on a regular basis.

GE 195 Radiation, Environment and Society

GE 250 Environmental Geology

GE 251 Environmental Geology Laboratory*

GE 270 Petrology I

GE 271 Petrology I Laboratory*

GE 272 Petrology II

GE 273 Petrology II Laboratory*

GE 330 Principles of Paleontology

GE 331 Principles of Paleontology Laboratory*

GE 385 Structural Geology II, Analytical Aspects

GE 386 Structural Geology II Laboratory*

GE 391 Introduction to Geophysics

GE 460 Modern and Ancient Sedimentary Environments

GE 484 Chemistry of Natural Water Systems

GE 505 Micropaleontology*

GE 525 Theory of Mineral Equilibria

GE 526 Igneous Petrology

GE 528 Metamorphic Petrology

GE 539 Coastal Geology

GE 542 Engineering Geology

GE 635 Ground Water Modelling

GE 640 Geomechanics

GE 662 Geomagnetism

GE 663 Gravity Fields

GE 668 Inverse Theory in Geophysics

GE 672 Physics of the Earth

GE 690 Tectonics of the Appalachian Orogen and Related Terrains

Germanic Studies

Faculty

Professor Emeritus Heinz Bluhm, A.B., Northwestern College; A.M., Ph.D., University of Wisconsin

Professor Christoph Eykman, Chairperson of the Department
Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Associate Professor Michael Resler, A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Assistant Professor Gert Bruhn, A.B., University of British Columbia; A.M., Ph.D., Princeton University

Special Lecturer Valda Melngailis, A.B., A.M., Boston University; Ph.D., Harvard University

Program Description

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

1. Composition and Conversation (2)
2. History of German Literature (2)
3. Four semester courses in German literature or culture (4)
4. Two semester courses in subjects related to German culture. For example: EN 350, FA 232, HS 143, PL 338–339, PL 421, PL 448, PL 455, PL 521 and others, subject to the approval of the Department.
5. Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to Departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

The Minor in German Studies

The newly-approved minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with a broad, yet in-depth understanding of the various contributions which German-speaking civilization has made—from the early Middle Ages up to the present—to the development of the Western world. Among the disciplines which may be studied are the literature, art, music, history, theology, and philosophy of the German world.

For specific requirements of the German Studies minor, see the “Minors” section in the College of Arts and Sciences section of this Catalog.

Course Offerings

GM 001–002 German A (Elementary) (F: 3–S: 3)

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

GM 050–051 Intermediate German (F: 3–S: 3)

Prerequisite: GM 001–002, or its equivalent
Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

GM 199 Intensive Reading Course in German (F: 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own

as well as related major fields. Note: No previous German is required for this course.

Gert Bruhn

GM 201–202 German Composition and Conversation (F: 3–S: 3)

Prerequisite: GM 050–051, or its equivalent
This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

GM 210–211 History of German Literature (F: 3–S: 3)

Prerequisite: GM 050–051 (with an honor grade), or its equivalent.
An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Christoph Eykman

Michael Resler

GM 222 The German Novelle from Kleist to Kafka (S: 3)

A critical study of the evolution of the Novelle as an important genre in modern German literature. Discussion of literary, cultural, and political influences on both the theory and practice of the Novelle from the early 19th to the middle of the 20th century. Readings include stories by Kleist, Tieck, Stifter, Meyer, Hauptmann, Hesse, Mann and Kafka.

Gert Bruhn

GM 231 German Expressionism (1910–1925) (F: 3)

A study of a revolutionary movement involving the drama, poetry, epic fiction, and the fine arts. Literary texts, paintings, sculptures, and manifestoes will be discussed and viewed as an outgrowth of and protest against the political and socio-economic tradition in early 20th century Germany.

Christoph Eykman

GM 240 King Arthur in German Literature (S: 3)

A study—in English translation—of the literature centering on the most popular and enduring of all medieval legendary figures. We will begin by examining some of the early texts from which the Arthurian mythology took root, and which contributed to the eventual spreading into Germany of the tales of King Arthur and the knights of the Round Table. The course will then turn its central focus toward a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries. No knowledge of German is required.

Michael Resler

GM 279 Brecht and Kafka (F: 3)

Reading and discussion of selected works by two of the most important representatives of 20th century German drama and prose fiction. Special topics: the problem of politics and ide-

ology in literature: Brecht's theory of the "Epic Theatre;" parable and paradox; Kafka and *Lebensangst*. Texts to be analyzed will include Brecht's *Saint Joan of the Stockyards*, *Galileo*, *The Caucasian Chalk Circle*, *Mother Courage*, and Kafka's *The Trial*, *The Metamorphosis*, and *The Penal Colony*. Conducted in English.

Gert Bruhn

GM 280 Goethe's *Faust* I (F: 3)

An interpretation of the *First Part* of Goethe's *Faust*, one of the masterpieces of world literature. The *Faust* theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. *Faust* seen in the larger context of Goethe's general view of life. Conducted in English

Heinz Bluhm

GM 281 Goethe's *Faust* II (S: 3)

Prerequisite: GM 280
An interpretation of the *Second Part* of Goethe's *Faust*, one of the masterpieces of world literature. The *Faust* theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. *Faust* seen in the larger context of Goethe's general view of life. Conducted in English

Heinz Bluhm

GM 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.
By arrangement

The Department

Other courses in the Department's repertory, offered on a non-periodic basis, include:

GM 175–176 Highlights of German Culture

GM 215 German Romanticism

GM 217 German Literature: The Classical Period

GM 219 German Lyric Poetry through Goethe

GM 220 Goethe and Schiller

GM 223 Contemporary German Fiction

GM 225 German Literature—The 19th Century

GM 230 German 19th-Century Drama

GM 232

Nietzsche's *Also sprach Zarathustra*

GM 235 Modern German Drama

GM 237 20th Century German Poetry

GM 239 German Literature of the High Middle Ages

GM 242 Germany East and West: The Contemporary Scene

GM 246 Heinrich Böll and the Post-War German Novel (in translation)

GM 250 The German War Novel

GM 247 German Exile Writers against Hitler

GM 271 Thomas Mann

GM 279 Brecht and Kafka

Professor James E. Cronin, Director of Graduate Studies

B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor David A. Northrup, B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Ellen G. Friedman, B.A., New York University; Ph.D., C.U.N.Y. Grad School

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Associate Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Judith E. Smith, B.A., Radcliffe College; M.A., Ph.D., Brown University

Associate Professor Paul G. Spagnoli, Chairperson of the Department
A.B., Holy Cross; A.M., Ph.D., Harvard University

Associate Professor John Tutino, A.B., College of the Holy Cross; Ph.D., University of Texas at Austin

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Lawrence Wolff, A.B., Harvard College; M.A., Ph.D., Stanford University

Assistant Professor Sherri Broder, B.A., Hampshire College; M.A., State University of New York at Binghamton; Ph.D., Brown University

Assistant Professor Robin Fleming, B.A., M.A., Ph.D., University of California at Santa Barbara

Assistant Professor Karen Miller, B.A., M.A., University of California at San Diego; Ph.D., University of California at Santa Barbara

Assistant Professor Virginia Reinburg, A.B., Georgetown University; M.A., Ph.D., Princeton University

Program Description

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, in business, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course HS 001–002 through HS –084), and a two-semester sequence in American Civilization (HS 181–182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the Departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history either before 1500 or Non-Western. Upper division courses are listed in two categories: intermediate (HS 150 through HS 299) and advanced (HS 300 through 699). Four of the 8 upper division electives should be advanced electives or Reading and Research courses.

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not

normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad office or see Professors Dalsimer and O'Neill of the English and History Departments.

In order to facilitate the introduction of research techniques the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Department Chairperson. No more than 2 courses completed in this fashion will count towards the history major.

Core

The University Core Requirement is a two-semester sequence in Modern European History (1500 to the present). All History courses numbered between HS 001–002 and HS 084 fulfill this requirement. All of these courses have distinctive emphases, reflecting the interests and expertise of the instructors, and wherever possible they have been given specific titles which describe these emphases. Nevertheless, all courses cover the following topics.

First Semester: The Renaissance, the Reformation, and the Counter-Reformation; exploration and overseas trade; the social structure of early modern Europe; the development of the bureaucratic state; international relations and warfare; the scientific revolution and the Enlightenment; the development of capitalism and the origins of the Industrial Revolution; the revolutions in seventeenth-century England and eighteenth-century France; women, the family, and gender roles.

Second Semester: Napoleon; the Congress of Vienna; nineteenth-century conservative and liberal political theories; nationalism, the unification of Italy, and German unification; Marx and Darwin and their influences on modern thought; the development of modern industry; imperialism and colonialism; international relations, World War I, and the Russian Revolution; Fascism and the Depression; World War II; postwar Europe; women, the family, and gender roles.

HS 083 and 084 cover these topics in reversed sequence and are intended primarily for students who need to begin or complete their history Core requirement out of turn.

Course Offerings

Specific Core Courses are:

HS 001–002 Cultural and Institutional History of Modern Europe (F: 3–S: 3) *Perry/Heineman*

HS 005–006 Social and Economic Development of Modern Europe (F: 3–S: 3) *The Department/Spagnoli*

HS 011–012 Political and Social History of Modern Europe (F: 3–S: 3) *Fleming/Cronin*

HS 015–016 Cultural History of Modern Europe (F: 3–S: 3) *Murphy/The Department*

HS 019–020 Political and Intellectual History of Modern Europe (F: 3–S: 3) *Reinburg/McNally*

HS 023–024 Social and Cultural History of Modern Europe (F: 3–S: 3) *Breines and Weiler*

HS 027–028 Political and Cultural History of Modern Europe (F: 3–S: 3) *The Department/Reinerman*

HS 031–032 Europe and Atlantic Community (F: 3–S: 3) *Rogers and O'Neill*

HS 045–046 European Social and Political Evolution (F: 3–S: 3) *Friedman/Manning*

HS 051–052 The West & The World (F: 3–S: 3) *Northrup/The Department*

HS 059–060 The Rise of Europe: East and West since 1500 (F: 3–S: 3) *Rosser/The Department*

HS 067–068 Europe and the Americas (F: 3–S: 3) *Tutino/Spalding*

HS 081 Modern Europe, 1500–1789 (F: 3) *The Department*

HS 082 Modern Europe, 1789–Present (S: 3) *The Department*

HS 083 Europe from 1789 to the Present (F: 3) *The Department*

HS 084 Europe from 1500 to 1789 (S: 3) *The Department*

HS 087–088 Europe: 1500–1789 (F: 3–S: 3) This Core course is given in French. *Radu Florescu*

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (HS 001–002 through HS 084). Most of the following electives, though taught as year courses, may be taken for one semester only. Students should consult the Department or the individual professor for advice.

HS 111 The War in Vietnam (S: 3) *Prerequisites:* Any two semesters of HS 001–002 through HS 084

After a brief survey of Vietnamese history with particular emphasis on the French colonial period, this course will examine U.S. involvement in Vietnam from 1945 to 1975. It will use as its central core the thirteen-part PBS series on Vietnam, one segment of which will be shown during one class period each week. Lectures will be topical and include discussions of political and religious elites in South Vietnam, the distinctions between post-colonial nationalism and international communism, differences in leadership styles and their implications, this war compared to other U.S. wars, draft-resistance and desertion, anti-war activism in the U.S., and the literature and art of the war. Guest lecturers will occasionally appear. *Carol Petillo*

HS 113 The USSR and the Cold War (F: 3) *Prerequisites:* Any two semesters of HS 001–002 through HS 084

A survey of Soviet relations with the outside world from the Russian Revolution of 1917 to the present day, with a special emphasis on the post-1945 period, the origins of the Cold War, the major Cold War crises from Berlin to Cuba, the transfer of Soviet-American rivalries from Europe to the volatile Third World, the arms race and efforts to control it, and the

current revolution in Soviet foreign policy under Mikhail Gorbachev. Special attention will be paid to the impact of successive Soviet leaders, especially Stalin, Khrushchev, Brezhnev and Gorbachev, on the formulation of Soviet foreign policy.

Roberta Manning

HS 116 Introductory Archaeology (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

The course introduces the goals and techniques of archaeological investigation. Themes include the history of archaeology as a scholarly discipline, excavation techniques, chronometric dating, the present international crisis of site destruction, and the use of modern technology. These themes are considered within the context of specific excavations, e.g. Carter's discovery of Tutankhamun's tomb and Leakey's reconstruction of early homonids at Olduvai Gorge.

John Rosser

HS 117–118 American Heritage (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001–002 through 084

A survey of the major events of American history from the pre-Columbian period to the present. Covers the political system, emergence of an industrial society, the role of immigrants, minorities, and women in American society, and the international role of the United States. For non-majors.

Andrew Buni

Karen Miller

Thomas O'Connor

HS 136 Legends of History (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course will study the impact of the non-rational beliefs upon men and events of each period and examine their causes down to the present. Stress will be placed upon the lives and roles of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will be included.

Radu Florescu

HS 153 History of China (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A survey of Chinese history, from the Classical Age to the present, with emphasis on ideas and institutions, and with attention also to social, political and international developments.

Silas Wu

HS 154 History of Japan (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A survey of Japanese history from the earliest times to the present, with special attention to the Tokugawa era, the Meiji Restoration, rise of ultranationalism and militarism, continental expansionism and World War II, and its spectacular recovery from the ruins of atomic bombs after the War as well as its current status and problems as a super economic power.

Silas Wu

HS 181–182 American Civilization (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States

from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

The Department

HS 206 History of Modern Iran (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

An analysis of the trends and transformations in the political, social and cultural history of Iran from the mid-nineteenth century to the present. Major topics to be covered include the changing relations between Iran and the Western powers, the Constitutional Revolution of 1905–1911, the transition from the Qajars to the Pahlavi dynasty, Iran's experience as a modernizing state, and the cultural roots and the social-structural causes of the 1978–1979 revolution.

Ali Banuazizi

HS 207 (TH 308) Islamic Civilization in the Middle East (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

Islam has been a dominant element in the Middle East since Muhammad first preached in Mecca at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries down to the Ayatollah Khomeini in our own day. What have been the major achievements of this religio-centric culture at the strategic cross-roads of Asia, Africa, and Europe? This course seeks to answer these and other related questions as it explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.

Benjamin Braude

HS 217 The History of Transylvania (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

Transylvania, often dismissed as "the land of Dracula," represents a veritable Switzerland of the Balkans because of the diversity of peoples, religions and cultures (Germans, Romanians, Hungarians, Slavs, Szekelys as well as Orthodox, Lutherans, Calvinists, Unitarians, etc.) For the student of history the area is of particular interest for its Central and East European cultural, economic and social cross currents. Since antiquity Transylvania was a transition zone between the Thracian and Roman world; it experienced the impact of every eastern migration yet maintained its Latin continuity; the region lies at the forefront of the anti-Ottoman crusade being part of the historic Hungarian kingdom of St. Stephen; it was profoundly affected by the twin currents of both Renaissance and Reformation as well as the Enlightenment of Josephinism. The ideals of the French revolution found an echo in Transylvania among the have-nots before 1789 and Romanian nationalism traces its cultural latinist origin to that land. During the 19th century and particularly after the establishment of the dual monarchy in 1866 from the Romanian point of view, Transylvania becomes "the Alsace-Lorraine of Eastern Europe," and one of the principal reasons for Romania's participation in the First World War on the side of the entente. The interwar period introduces the diplomacy of Hungarian revisionism played

out at the League of Nations; the Nazi period that of Hungarian dictatorship, while the post-war socialist period alternates between the concept of communism, internationalism and the revival of traditional tensions between Hungarians and Romanians exploited by the major powers.

Radu Florescu

HS 218 Georgian Civilization (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A comprehensive look at Georgian England, with emphasis on cultural and social history, and just enough political background to provide context and continuity. Major topics will include architecture, painting, landscape gardening, furniture and decoration, theater, music, and literature.

Thomas W. Perry

HS 223 France: From the Black Death to the Sun King (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A survey of French history from the 1340s to 1715 which will concentrate upon: the effects of the "Black Death" and Hundred Years War; the fifteenth century recovery; the "Spider King" and the new monarchy; rural and urban social patterns; the impact of the Italian Wars; the French Renaissance and Reformation; civil wars under the last Valois; the Parisian metropolis; colonialism and mercantilism; Bourbon "absolutism;" foreign policy and domestic unrest under the Cardinal Ministers; government and society under Louis XIV; Versailles and the Baroque court of the "Sun King."

L. Scott Van Doren

HS 227 Epidemic Diseases in Europe (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course will deal with the appearance, spread, and impact of epidemics in Europe from the Black Death to the great influenza outbreak of 1917. It will consider the effects of epidemics on the economy, demography, social relationships, popular attitudes, religion, and institutions of the period; the way in which civil, ecclesiastical, and medical authorities attempted to cope with these health emergencies; and medical and popular interpretations of disease and epidemic.

Ellen Friedman

HS 229 History of Modern Italy, 1870 to the Present (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course studies the cultural, social, intellectual, and political developments which shaped Italy from the monarchy through Mussolini's Fascism to the modern republic.

Alan Reinerman

HS 234 Emergence of Mass Consumer Culture (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

We will locate the historical development of consumer culture as a central aspect of 20th century popular culture. We will study popular culture as a process of interaction between the profit-making intentions of the shapers of culture and the diverse traditions and perceived desires of masses of Americans. Topics will include the changing meaning of work and leisure in industrial society, the popularization of amusement parks and dance halls, the emergence of film, radio and television as purveyors of culture, the transformation of the automo-

ble from farmer-convenience to recreational vehicle, the changing and conflictual role of men and women as providers and consumers, the development of new suburban housing as a focus of consumer dreams.
Judith Smith

HS 253 Law and American Society (F: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society.
Mark Gelfand

HS 256 American Constitutional Development (S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
An historical analysis of the formation, organization and major decisions of the United States Supreme Court from 1788–1977, with emphasis upon the Court's relationship to social change.
Alan Rogers

HS 268 Colonial Latin America (F: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
This course is a survey of the origins of the societies of Latin America, defined as that part of the Western Hemisphere controlled by Spain and Portugal, from the sixteenth to the nineteenth centuries. The focus of the course will be on the development of a Latin American culture out of the interactions between the three major cultural traditions that make up Latin American society today: the Amerindian, the European, and the African. The relationships among those three traditions, within the European world system of which they were a part, underlie the social, political and intellectual patterns shared by the new states that emerged in the nineteenth century. We will be particularly concerned with comparing and contrasting the various forms taken by the institutions and the social and political systems of the different regions of Latin America.
Karen Spalding

HS 269–270 An Historian's Guide through World Chaos (F: 3–S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
This course is based on the assumption that making sense of the world in which we live requires historical understanding. An examination of the development of the world economy and of the international state system since 1945 will form the framework for historical analyses of key aspects of the modern world, including: the ecological crisis, the growth of religious fundamentalism, the crisis of the welfare state and the rise of the radical right in Britain and the U.S., the nuclear arms race, the Arab-Israeli conflict, the crisis of the socialist system, population growth and hunger, the waning of U.S. hegemony, the growth of feminism, intellectual and cultural revolutions such as post-structuralism and post-modernism, the recent moral panics over drugs and education,

the crisis in Central America, and the revolution in communications.
James Cronin
Peter Weiler

HS 271 History of Poland (S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
A survey of Polish history from the Middle Ages to the 20th century, with special attention to the Commonwealth in the Early Modern period, that is, from the Union of Poland and Lithuania in 1569 until the final partition of 1795. The main themes would be Poland's extraordinary political constitution before the partitions, the crucial experience of political non-existence after the partitions, Poland's fateful inteon before the partitions, the crucial experience of political non-existence after the partitions, Poland's fateful international geographic position between Germany and Russia, the richness of Polish culture and its relation to Poland's political circumstances, and the special role of the Catholic Church in Polish politics and culture throughout Polish history.
Lawrence Wolff

HS 272 (PO 080) Introduction to Russian, Soviet and East European Studies (F: 3)
This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the USSR, and with special emphasis on the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.
Open to freshmen and sophomores. Juniors and seniors by permission only. Counts toward Social Science Core requirement. (May receive Political Science or History credit: for History credit, History Core is prerequisite, but may be taken simultaneously.)
Kathleen Bailey
Raymond McNally

HS 276 (BK 288) East and Central Africa (S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
An interdisciplinary survey of the economic, political, and cultural history of the region of eastern Africa extending a thousand miles on either side of the equator. Beginning with an examination of the twelve contemporary nations in this region, the course gradually moves backwards in time, examining the colonial and precolonial foundations of these modern states. The focus is on how African societies have been shaped by the region's diverse ecological zones and on the region's external contacts with the modern West, Islam, and the civilizations of classical antiquity. The history of the peoples of Kenya, Ethiopia, and eastern Zaire receive particular attention.
David Northrup

HS 283–284 (BK 104–105) Afro-American History (F: 3–S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, development of black institutions, and emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consider-

ation of race, class, and gender conflicts.
Karen Miller

HS 289 The Vikings (S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
The Viking Age—c. 800–1100—was a crucial period in the formation of modern Europe. The Vikings themselves were ruthless, skull-crushing monk-killers, but they were also skillful craftsmen, successful merchants, and intrepid explorers. Who were these Vikings? Why did they leave their homeland? How did they change the civilizations they encountered? In trying to come to grips with these and other questions we will study Viking society and culture as well as the societies and cultures of those the Vikings encountered. We will give as much attention to the evidence of the period as the period itself. Students will learn how to use saints' lives, administrative documents, coins, historical linguistics, epigraphy, and archaeology.
Robin Fleming

HS 299 Readings and Research: Independent Study
Prerequisites: Permission of Professor and Chairperson; any two semesters of HS 001–002 through HS 084
Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Chairperson. Lists of faculty members and their fields can be obtained from the Department.
The Department

HS 303 The Rise of Modern China (F: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
Political, social and intellectual development from 1600 to the present, with special emphasis on the continuity and changes between China's imperial past and China today. This course is not open to students who have taken HS 301–302.
Silas Wu

HS 304 20th-Century China (S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
A survey of the political, social and intellectual history of China in the twentieth century. The first half of the course will cover the period of the Republic of China from 1912 to 1949; the second half will cover the history of the People's Republic of China from 1949 to the present. Major topics are: the May Fourth movement, the relationship between the Nationalists and the Communists; Japanese imperialism and the War of Resistance; the growth of Chinese communism and Civil War; Maoism and the cult of Mao; the Cultural Revolution; and China's struggle to modernize in the post-Mao era.
Silas Wu

HS 306 Politics, Law and Chinese Society (S: 3)
Prerequisites: Any two semesters of HS 001–002 through HS 084
An examination of the role of the law in Chinese society from 1600 to the present. During the first half of the course we will study the function and operation of the law before 1912 as well as its relationship with Confucianism and Imperial politics. During the second half, we will study the history of legal reforms in China from 1912 to the present. Special attention will be given to Constitutional revisions which embrace Western concepts of human

rights and "Government by Law" as well as other legal innovations pertaining to individual income tax and joint ventures with foreign capitalists. Readings will be drawn from social, legal and institutional studies. Legal cases contained in statutes and novels will be used to enrich the contents of the course. *Silas Wu*

HS 307 Travelers and Spies in the Middle East: Lawrence of Arabia and His Colleagues (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics they sought to advance. Specific topics include: psychology of the travelers, works of travel as literature and history, the genre of travel literature, views of Islam, Arabs and Turks, the appeal of the East, response to and reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel, and the Industrial Revolution. Readings will be drawn largely from such writers as Lawrence himself, Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave. *Benjamin Braude*

HS 311 The African Slave Trade (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

From antiquity to the late nineteenth century black Africans were sold as slaves to the far corners of the world. This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves. The African slave trade is an excellent introduction to the changing geography, economics, and ideas of the modern world. *David Northrup*

HS 337 The Later Roman Empire (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This is the first of a two-semester course on the Roman Empire from 284–1453. The semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and 5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople. *John Rosser*

HS 343 History of the Ottoman Empire (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a remarkably stable political structure which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under

Suleyman the Magnificent to its military decline and first steps toward reform.

Benjamin Braude

HS 362 Community and Wealth in the Middle Ages (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This social and economic history course focuses narrowly on two themes: how people throughout the Middle Ages organized themselves for the sake of their property, for personal protection, and for salvation, and how they marshalled the limited resources of their age for fun and profit. The course is broken into four chronological chunks—the early Middle Ages, the central Middle Ages, the High Middle Ages, and the late Middle Ages. In our study of each period we will examine money, trade, the village, the family, marriage, lordship, towns, and spiritual communities. *Robin Fleming*

HS 365 Spanish Society in the Golden Age (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course will examine Spanish society in the Golden Age (sixteenth-seventeenth centuries). Topics to be treated include: the Spanish Inquisition, the class structure, the position of minorities and social outcasts, the role of women, the church and popular religion, high and low culture, the problems of the conquest and settlement of the New World, etc. Because the literature of the period is such an important mirror of the age, the readings will include literary as well as historical works. *Ellen Friedman*

HS 369 Andean History (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course is concerned with the history of the region defined by the Andean Mountain Range. The special characteristics of this alpine landscape played an important part in the development of the societies that existed in that part of the world, and the relationship between the societies of the Andean region and their environment will be one of the threads that we will follow. The Andes also defined the limits of the Inca Empire, which at its greatest extent claimed territories now within the boundaries of five modern republics: Ecuador, Peru, Bolivia, Chile, and Northwestern Argentina. The entry of Europeans changed the path of the development of the region, and the interaction between the Andean environment, the native societies of the area, and the European system into which the area was drawn will provide the framework for our study of the region and the republics that emerged in the nineteenth century. The course will concentrate upon the core area of the Andean region—Ecuador, Peru, and Bolivia—although we will also look at the Andean perimeters, Chile and northwestern Argentina. *Karen Spalding*

HS 371 France 1940–1950: The Dire Decade (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

The ten years from 1940 to 1950, from the fall of France to the first steps toward European union, were among the most decisive in the nation's history. This course seeks to examine closely this "dire decade" from which emerged the "New France" in the "New Europe." Topics

to be treated include the fall of France in 1940, the Vichy Regime, collaboration and resistance, General de Gaulle and the liberation, the establishment of the Fourth Republic, the decline of empire, the recovery and the new European vision. *Rev. Francis Murphy*

HS 392 American Immigration Since 1900 (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

An examination of "the new migration," 1890–1927; exclusion; hyphenated Americans (1929–1945); post-World War II "100% Americans;" the 1960s black-ethnic turmoil; the newest arrivals (Puerto Rican, Cuban, Mexican, Latin American, Southeast Asian); and the "undocumented" since the 1970s. *Andrew Buni*

HS 394 The Age of Jackson (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830s and 40s. Special consideration will be given to historical developments in New England and the Northeast. *Thomas O'Connor*

HS 395 Women, Family and Social Policy (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course will examine the changing relationships between women, the family and the state from the colonial period to the present. We will investigate the historical background of a number of contemporary issues. Among the issues to be discussed are the following: colonial women and inheritance, the legal status of married women, domestic violence, protective labor legislation, the feminization of poverty, divorce law in the past and present, comparable worth in the workplace, childcare and child welfare, and the implications of new reproductive technologies and surrogate motherhood. *Sherri Broder*

HS 421–422 Modern England (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and also to the British Empire of the 19th–20th centuries and British influence on the world at large. (Note: the first term will end at about 1725; students may continue with HS 422, HS 428 a year later, or—with the instructor's approval—HS 218.) *Thomas Perry*

HS 426 20th-Century Britain (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

A survey of Great Britain since 1918 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state. *Peter Weiler*

HS 439 (EN 511) Images of Independence (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course will examine the social and political changes of the past revolutionary period in Ireland and their effects upon the intellectual and cultural life of the nation through an examination of the literary heirs of the revolution. Team taught with English. *Kevin O'Neill*
Adele Dalsimer

HS 441-442 Rise of Modern Germany 1815-1945 (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A two-semester survey of the political, cultural, economic, and intellectual factors which comprise the so-called "German Problem." This course will provide the historical background for understanding the current dilemma of German re-unification. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship up to contemporary developments. *John Heineman*

HS 448 Eastern Europe in the 20th Century (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A study of the political experience of the small nations of Eastern Europe (Romania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II. *Radu Florescu*

HS 453 Russian History up to the Revolution (F: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history. *Raymond McNally*

HS 454 The Soviet Union after the Revolution (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A survey of Soviet history from the Revolution to the present Gorbachev reforms, with an emphasis on the relation of social and political developments. Special attention will be paid to the Russian Revolution of 1917 and its causes, the role of industrial workers in the post-revolutionary government, the rise of Stalin, industrialization, collectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization, the "normalcy" of the Brezhnev era, and the origin and main contours of current reforms. *Roberta Manning*

HS 466 Europe 1871-1914 (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

This course will explore the development of Europe from the end of the Franco-Prussian War in 1871 to the outbreak of World War I in 1914, years when Europe had attained a position of unparalleled prosperity and world domination, but which ended disastrously with its plunge into war in 1914. Particular empha-

sis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity; and the rise of European domination of the world. *Alan Reinerman*

HS 468 Russian Intellectual History (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

This course is concerned with writings of significant Russian thinkers from the nineteenth and twentieth centuries, in particular, the relationship among their ideas and concrete social, economic and political changes in Russia. *Raymond T. McNally*

HS 470 Intellectual History of Modern Europe (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

Working with Marshall Berman's *All That is Solid Melts into Air* and Friedrich Nietzsche's *The Genealogy of Morals*, the course examines some of the 19th-century formation of what is today called post-modernity. In the process, we look critically at the assumption that one *can* understand something better by examining its historical formation, an assumption not shared by many who count themselves among post-moderns. Roughly the second two thirds of the course will reckon with some of the most active post-modern thinkers and the debates their work have generated: Jacques Lacan, Michel Foucault, Jacques Derrida, Gilles Deleuze and Felix Guattari; feminist interpreters and critics of these theorists; Jurgen Habermas's criticism of the French post-modernists; some of the political implications of post-modern thinking. *Paul Breines*

HS 488 The French Revolution and Napoleon (F: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A social and political history of France during the turbulent period from 1789 through 1815. After a quick sketch of the origins of the great Revolution, the course will consider the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radicals and the Reign of Terror, the Thermidorian Reaction, and the eventual rise and career of Napoleon Bonaparte. The course will conclude with an examination of the consequences of these events for France and for Europe. *Paul Spagnoli*

HS 508 Liberalism in 20th-Century America (F: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

This course will examine the dirty word of contemporary American politics in its historical setting. We will study the transformation of liberalism from its 19th to 20th century meanings, and trace the triumphs and travails of liberal reform from the New Deal to the Reagan Revolution. Domestic as well as foreign policy issues will be considered. *Mark Gelfand*

HS 537 The U.S. Since 1929: From Roosevelt to Reagan (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A study of major political, social, and economic developments which characterized the history of the United States since 1929. *Mark Gelfand*

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities. *Alan Lawson*

HS 564 Special Topics in Urban History: Class, Gender, Race and Ethnicity in the Nineteenth-Century City (F: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

This course will examine several related themes in 19th-century American history. How did industrialization transform work culture and class relations in the 19th-century city? How were these economic changes expressed in the familial responsibilities of men and women, and what kinds of space were opened up for men and women outside the family in urban industrial society? How did black migration challenge previous patterns of accommodation between classes and neighborhoods? How did the process of building the black community reshape 19th-century cities? How did European migration redefine class identity and working class culture? How did the overlapping of ethnic neighborhoods and ward political boundaries transform urban political culture? Urban case studies will be drawn from cities including New York, Cincinnati, Boston, Detroit, Chicago, Richmond and San Francisco. *Judith Smith*

HS 573 Selected Topics in 20th-Century U.S. Foreign Policy: The United States and China (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

In an attempt to understand recent events in U.S.-Chinese affairs, this course will examine the 200-year relationship between the two nations. Economics, diplomacy, politics and culture will frame our study, with particular emphasis on the individual participants who shaped action within those constraints. This course is best suited to upper-level undergraduate and graduate students. A general knowledge of American history and foreign policy is assumed. *Carol Petillo*

HS 628 Colloquium: The Witch, the Church and the Law (S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

During the sixteenth and seventeenth centuries, a convergence of political, social, legal and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and "superstition" throughout Europe. This colloquium explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Attention will also be devoted to the question of why women were so frequently among the accused. *Virginia Reinburg*

HS 631 Colloquium: Roman History (F: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 084

This course introduces the grand tradition of Roman historical writing, from Tacitus and Dio Cassius to Procopius. The subject is the Roman Empire, from its inception under Augustus down to the end of Justinian the Great's reign in 565 A.D. What is truly great about Roman historical writing? Why does it continue to exert a powerful influence on western culture and thought? The course ends with class discussions on the influence of this tradition on Shakespeare, Machiavelli, and Edward Gibbon. In fact, Gibbon's *The Decline and Fall of the Roman Empire* will be our constant companion throughout. Its major theme, the alleged "triumph of barbarism and religion," is something we will want to explore. *John Rosser*

HS 636 Colloquium: The Atlantic Exchange (F: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

This course explores modernism from around the turn of the twentieth century through comparison of select historical issues as they affected patterns of thinking in France, Germany, Great Britain, and the United States. Among the chief concerns of the course will be the conflict between autocratic and democratic cultures, the impact of world wars, American expatriation in Paris, and the transit of art and ideas to America in the Thirties and Forties. The format will be essentially reading and discussion. *Paul Breines*
John Heineman
Alan Lawson

HS 637 Seminar: South Africa and the U.S., Historical Comparisons (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

While South Africa and the United States are geographically distant, their pasts are full of intriguing parallels and intersecting themes. This course compares selected aspects of their histories from the mid-seventeenth century to the end of the twentieth century, including colonial settlement, race relations, and economic development. The first part of the course introduces parallel historical themes and the comparative method through lectures and readings. In the second part student research papers on particular topics which will be discussed. Students taking the course should have some familiarity with southern African or American history, ideally with both. *David Northrup*

HS 691–692 Honors Project (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Chairman of the departmental Honors Committee no later than April 1st. All proposals for honors projects must be approved by that committee. *The Department*

HS 694 Honors Thesis (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

Students who have the approval of the Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (HS 691–692). *The Department*

HS 695–696 Scholar of the College Project (F: 6–S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the Departmental honors committee. *The Department*

HS 698 Scholar of the College Thesis (S: 3)

Prerequisites: Any two semesters of HS 001–002 through HS 084

Students who are enrolled in an approved Scholar of the College Project (HS 695–696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College. *The Department*

Honors Program

Director: *Joseph Appleyard, S.J.-Gasson 102*

HP 001–004; 031–034 Western Cultural Tradition I–VIII (F: 6–S: 6)

All students in the Honors Program are required to take Cultural Tradition I–IV (HP 001–HP 004) as freshmen and Cultural Tradition V–VIII (HP 031–034) as sophomores. These are two three-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. They are open only to students (about nine percent of the freshman class in A&S) who have been selected by the director in collaboration with the Office of Admission. All have been contacted by letter during the summer with instructions on registration.

Advanced Honors Seminars 1990–91

HP 103 Feminism and the Western Cultural Tradition (F: 3)

Mary Joe Hughes
Mark O'Connor

HP 106 India and the Western Tradition (S: 3)

Francis Clooney, S.J.

HP 107 Cognitive Critique of the Tradition (S: 3)

Peter Kugel

HP 109 Dostoevsky (S: 3)

Richard Hughes

HP 110 Medicine and Literature (F: 3)

Helle Mathiasen
Joseph Alpert

HP 115 Mathematics and the Western Tradition (F: 3)

Robert Gross

HP 116 Political Literature and Film (F: 3)

John Michalczyk

HP 118 The Closing of the American Mind (F: 3)

David Botwinik

NOTE: Normally H.P. seminars are restricted to students in the Honors Program. Other students interested in taking these courses should see the Director for permission.

HP 199 Readings and Research (F, S: 3)

HP 299 Senior Honors Thesis (F: 3–S: 3)

HP 399 Scholar of the College (F: 3–S: 3)

Linguistics

The description of the major program in General Linguistics appears under the *Department of Slavic and Eastern Languages*.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Professor Paul R. Thie, B.S., Canisius College; Ph.D., University of Notre Dame

Associate Professor Jenny A. Baglivo, B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Associate Professor Robert J. Bond, A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Associate Professor Daniel W. Chambers, A.M., Ph.D., University of Maryland

Associate Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Associate Professor Charles Landraitis, Chairperson of the Department A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Associate Professor Ned I. Rosen, B.S., Tufts University; M.A., Ph.D., University of Michigan

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Assistant Professor Robert Fox, B.A.,
University of Connecticut; Ph.D., Cornell
University

Assistant Professor Robert H. Gross, A.B.,
Princeton University; Ph.D., Massachusetts
Institute of Technology

Assistant Professor Joseph F. Krebs, A.B.,
A.M., Boston College

Assistant Professor Rennie Mirollo, B.A.,
Columbia College; Ph.D., Harvard University

Program Description

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

The following courses or their equivalents are required for the major: MT 063, Mathematical Analysis and the Computer; MT 102–103, Calculus (Math/Science Majors) I, II; MT 202–203, Multivariable Calculus I, II; MT 216–217, Abstract and Linear Algebra I, II; MT 302, Introduction to Analysis; and three MT electives numbered between 400 and 499 or above 800. At least one of the following must be included in the three electives: MT 430, MT 435, MT 445, MT 451, MT 816, MT 840, MT 860. A grade point average of at least 1.667 is required for courses fulfilling the major.

MT 063 and MT 102–103 are normally taken in the freshman year, MT 202–203 in the sophomore year, and MT 302 in the junior year. MT 216–217 is normally taken in the sophomore year. Well-prepared students can omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of the first calculus course are required to substitute MT electives (between 400 and 499, or above 800) for the omitted course(s).

Generally, majors take more mathematics courses than the minimum required for the major. The Department also strongly recommends that its majors take courses in Physics or in some other area that uses a substantial amount of mathematics and is outside of the Department of Mathematics.

The Department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully MT 312–313, MT 316–317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among MT 814–815, MT 816–817, MT 840–841, or MT 860–861, and at least one elective from among MT 430, MT 435, MT 445, MT 451, MT 816, MT 840, MT 860; at least three of the six electives must be non-computer courses; i.e. not among the courses MT 500–599; (c) maintain at least a B average in the courses listed in (a) and (b); (d) complete the Honors Seminar, MT 694–695, in the senior year.

Core and Service Courses

The Mathematics Department offers various service courses to meet special needs. In particular, there are course sequences in mathematics designed for science majors (MT 102, 103,

202, 305), for biology majors and pre-medical students (MT 100–101, 200–201), for Carroll School of Management students (MT 172–173), and for School of Education students (MT 090–091, 290, 291).

Other Core courses are offered for students with less specialized needs. Courses such as MT 004–005, Finite Mathematics, MT 006–007, Ideas in Mathematics, MT 008, Introduction to Computers and Programming, and MT 014–015, Calculus for the non-science major, are designed especially for humanities and social science majors, and for School of Education students seeking to develop a broad background in mathematics.

There are several introductory calculus courses and course sequences: MT 014–015, MT 100–101, MT 110–111, MT 173, MT 184, MT 102–103, and MT 112–113. They vary in content and purpose. Some are targeted at specific groups of students. A selection should be based on a reading of the course descriptions and the mathematics requirements of the student's intended program of study. In some cases the student will take MT 010, Pre-Calculus Mathematics, before undertaking a calculus sequence.

After completing any course or course sequence numbered below MT 200, additional courses should generally be selected from those numbered above MT 200. Students are advised to exercise care when departing from this rule, since credit cannot be granted for any mathematics course overlapping substantially with one previously completed.

Course Offerings

MT 004–005 Introduction to Finite Mathematics I, II (F: 3–S: 3)

This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include set theory, finite probability theory, vectors and matrices, linear programming, and Markov chains.

MT 006–007 Ideas in Mathematics I, II (F: 3–S: 3)

This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

MT 008 Introduction to Computers and Programming (F, S: 3)

This course is for students in the humanities and social sciences. The student will learn how to program at an elementary level using the BASIC language. Through use of the language, the student will be led to an appreciation of the power and versatility of the computer as a general problem solving tool. In addition, some of the following topics will be discussed: history of the computer, computer organization, representation and storage of data, peripheral devices, files, other programming languages.

Not open to students who have completed MT 063.

MT 010 Pre-Calculus Mathematics (F, S: 3)

This is a one-semester course designed for students who wish to take an introductory calculus course, particularly MT 100 or MT 173, but have an inadequate background in high school mathematics. Other students should proceed directly to the appropriate calculus course. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

MT 014–015 Calculus (Nonscience majors) I, II (F: 3–S: 3)

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential and integral calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

Students with a strong secondary school background or who may wish to take additional courses in mathematics should consider MT 100 or MT 110 instead of MT 014.

MT 063 Mathematical Analysis and the Computer (S: 3)

This course is open only to mathematics majors.

This course is intended to give the student an introduction to computers and programming and to demonstrate the use of the computer in solving mathematical problems. In addition, it is intended to enhance and supplement the calculus courses for mathematics majors by using the computer to illustrate theoretical concepts and to present additional theory and applications. Theory and applications will involve areas selected from the following: numerical calculus, number theory, discrete mathematics, computer science, and probability theory.

Credit will not be given for both this course and MT 008.

MT 090–091 Mathematics for Teachers I, II (F: 3–S: 3)

This course has been designed for those who plan to teach mathematics in grades K–9. The emphasis is on the *content* of mathematics in the emerging K–9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

MT 100–101 Calculus I, II (F, S: 3–F, S: 3)

Prerequisite: Trigonometry
This is a course in the calculus of one variable intended for biology, economics, and premedical students, but open to all who are qualified. Students who have completed a year course in calculus at the secondary level should consider the accelerated version of this course, MT 110–111. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed MT 014.

MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–S: 4)

This course sequence is for students majoring in mathematics, chemistry, geology, geophysics, computer science, or physics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral and sequences and series.

MT 110–111 Calculus/Accelerated (F: 3–S: 3)

This course is an accelerated version of MT 100–101, and is designed for students who have had the equivalent of a one-year course in Calculus in secondary school. Topics include those listed for Calculus I and II plus sequences and series and conic sections. MT 110 is not open to students who have completed MT 014 or MT 100.

MT 172 Finite Mathematics for Management Sciences (F, S: 3)

A survey of applied finite mathematical techniques useful for management students. Topics include rules of summation, linear systems and inequalities, linear programming (graphical solution), mathematics of finance, set theory and counting, elementary probability theory, and the applications of these topics in business and economics. Not open to students who have completed MT 004.

MT 173 Calculus for Management Sciences (F, S: 3)

A survey of one-variable calculus, primarily for students in the School of Management. Topics include differentiation of elementary, exponential, and logarithmic functions, curve sketching, applied optimization, and integration. Applications to business and economics will be stressed. Students who may wish to go on in calculus should elect another course. Not open to students who have completed MT 014, MT 100, or MT 110.

MT 182 Finite Mathematics for Management Sciences (Honors) (F: 3)

This course is an honors version of MT 172. Topics covered are the same as in MT 172, but the material is covered in more depth. Not open to students who have completed MT 004 or MT 172.

MT 184 Calculus for Management Sciences/Accelerated (S: 3)

This course is an accelerated version of Calculus for Management Sciences, MT 173, and is designed for students who have had the equivalent of a one-year course in calculus in secondary school. The calculus of functions of one variable is thoroughly reviewed in one semester.

MT 200–201 Intermediate Calculus I, II (F: 3–S: 3)

Prerequisite: MT 100–101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

MT 202 Multivariable Calculus I (F: 4)

Prerequisite: MT 102–103 or MT 110–111

This course is a continuation of MT 102–103 or MT 110–111 for those students majoring in mathematics, chemistry, geology, geophysics or physics. Topics include vectors in two and

three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives and multiple integrals.

MT 203 Multivariable Calculus II (F, S: 3)

Prerequisite: MT 202 or MT 113

This course is a continuation of MT 202 for mathematics majors. Topics include the calculus of vector fields, line and surface integrals, differential equations and additional topics as time permits.

MT 215 Elementary Linear Algebra (F: 3)

This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable.

MT 216–217 Abstract and Linear Algebra I, II (F: 3–S: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

MT 243 Foundations of Discrete Mathematics (F: 3)

Prerequisite: One year of college math.

This course introduces students to the fundamental notions of discrete mathematics. The rudiments of set theory and mathematical reasoning will be studied and the student will become conversant with both the language and methods of proof employed in discrete mathematics. Mathematical structures to be covered include orderings, matrices, and Boolean algebras.

MT 244 Discrete Structures and Applications (S: 3)

Prerequisite: MT 243 or MT 216

The objective of this course is to develop proficiency in solving discrete mathematics problems in the areas of enumeration, finite probability, and graph theory. Topics include permutations, combinations, counting methods such as the pigeon-hole principle and the inclusion-exclusion principle, finite probability theory, graph theory, and possibly recurrence relations and generating functions.

MT 290 Number Theory for Teachers (F: 3)

Prerequisite: MT 090–091

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

MT 291 Geometry for Teachers (S: 3)

Prerequisite: MT 090–091

This course is intended to fill a basic need of all teachers of grades K–9. Geometry now oc-

cupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

MT 302 Introduction to Analysis (F: 3)

Prerequisites: MT 203 and either MT 216 or MT 316

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102–103. It will cover algebraic and order properties of the real numbers, least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences and series. Definitions and proofs will be stressed throughout the course.

MT 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: MT 201 or MT 202

Topics include: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 312–313 Introduction to Analysis (Honors) (F: 3–S: 3)

Prerequisites: MT 203 and MT 316

This course is a two-semester honors version of MT 302. It will cover the same topics as MT 302 but in more depth and will also cover additional topics in the second semester such as metric spaces and the Lebesgue integral.

MT 316–317 Abstract and Linear Algebra (Honors) I, II (F: 3–S: 3)

This course is a two-semester honors version of MT 216–217, with similar content.

MT 410 Differential Equations (F: 3)

Prerequisite: Linear Algebra and MT 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

MT 414 Numerical Analysis (S: 3)

Prerequisite: MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 420 Probability and Statistics (S: 3)

Prerequisite: MT 201 or MT 202

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit

theorem, expectation, confidence intervals and estimation, hypothesis testing.

MT 426 Probability (F: 3)

Prerequisite: MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

MT 435–436 Mathematical Programming I, II (F: 3–S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and nonlinear programming.

MT 445 Applied Combinatorics (F: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus.

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and selections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or more additional topics may be introduced as time permits. Not open to students who have completed MT 244.

MT 451 Euclidean and Non-Euclidean Geometry (S: 3)

Prerequisite: MT 201 or MT 202, or the equivalent

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean ge-

ometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

This course and MT 452 are offered in alternate years.

MT 452 Differential Geometry and Relativity

Prerequisite: MT 203 and MT 215 or MT 217, or the equivalent

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory.

MT 470 Mathematical Modeling (F: 3)

Prerequisites: MT 202, MT 217

Mathematical Modeling is the process of applying mathematical techniques to resolve practical problems. Steps involved include 1) the identification of a particular problem; 2) the making of assumptions and the collection of data; 3) the formulation of a specific mathematical problem; 4) the resolution of the problem; and 5) the translation of this solution into a practical course of action. Model construction and its various components will be demonstrated by means of examples and exercises and students will be actively engaged in the modeling process through individual and group projects. Special modeling techniques as, for example, curve fitting, dimension analysis, and simulation, will be discussed along with important model types such as optimization problems, queues, and interactive dynamic systems.

MT 480 Mathematics Seminar (F, S: 3)

The topics of this one-semester course vary from year to year according to the interests of faculty and students. The topic for spring 1991 will be classical applied mathematics.

MT 490 Reading and Research in Algebra (F, S: 3)

MT 491 Reading and Research in Analysis (F, S: 3)

MT 492 Reading and Research in Geometry (F, S: 3)

MT 493 Reading and Research in Number Theory (F, S: 3)

MT 494 Reading and Research in Operations Research (F, S: 3)

MT 495 Reading and Research in Probability/Statistics (F, S: 3)

MT 496 Reading and Research in Topology (F, S: 3)

MT 499 Reading and Research (F, S: 3)

A reading and research course is open to a student on the recommendation of a member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

MT 550 (MC 140) Computer Science I (F, S: 3)

Prerequisite: No formal prerequisite, but some computer experience is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the language Pascal; good program design methodology will be stressed throughout. There will also be study of some basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

MT 551 (MC 141) Computer Science II (F, S: 3)

Prerequisite: Computer Science I.

In this course, students will write programs which employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principle emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), in terms of both their abstract properties and their implementations in computer programs, and the study of fundamental algorithms for manipulating these structures.

MT 566 Programming Languages (S: 3)

Prerequisites: MT 551 or MC 141

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required. This course is offered in alternate years.

MT 568 Computer Graphics (F: 3)

Prerequisites: One year of college mathematics and MT 551 or MC 141

Computer graphics involves human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms, (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal. Offered in alternate years.

MT 572 (MC 260) Computer Organization and Assembly Language (F, S: 3)

Prerequisite: Computer Science II

This course is a study of the organization of computers at the "low level" of the processing of machine instructions. Topics include the organization of the CPU and memory, computer representation of numbers, the instruction execution cycle, traps and interrupts, implementations of arithmetic operations, complex data structures, and subroutine linkage, and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

MT 577 Microcomputer Systems

Prerequisite: MT 572 or MC 260, or permission of instructor

This course is designed to investigate the complete programming environment of a micro-computer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems.

Not offered 1990–91

MT 583 Algorithms (F, S: 3)

Prerequisites: Computer Science II, and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

MT 585 Theory of Computation (S: 3)

Prerequisites: Computer Science II, and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines, undecidable problems, and computational complexity.

MT 599 Reading and Research in Computer Science (F, S: 3)

MT 694–695 Honors Seminar I, II (F: 1–S: 1)

All seniors planning to graduate with Departmental Honors should register for this course, which is one credit each semester. In the seminar, students will carry out an independent reading or research project in some area of mathematics under the supervision of a faculty advisor. The student's project will be presented orally in the seminar and also as a written paper.

MT 804–805 Analysis I, II (F: 3–S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814–815 Theory of Functions of a Complex Variable I, II (F: 3–S: 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

MT 816–817 Modern Algebra I, II (F: 3–S: 3)

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homo-

morphisms, field extensions and possibly Galois theory.

MT 840–841 Topology I, II (F: 3–S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Gödel's Completeness Theorem. Not offered 1990–91

MT 861 Foundations of Mathematics

Prerequisite: An introductory course in mathematical logic or the consent of the instructor. Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability and possibly recursive function theory. Not offered 1990–91

MT 899 Reading and Research (F, S: 3)



Music

Faculty

Associate Professor Anne Dhu Shapiro, Chairperson of the Department
B.A., University of Colorado; Performance Certificate, Mozarteum Akademie, Salzburg, Austria; M.A. and Ph.D., Harvard University

Assistant Professor T. Frank Kennedy, S.J., B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California

Composer-in-Residence C. Alexander Pelouquin

Program Description

The Department of Music offers courses in Western and non-Western musics, in theory and in performance to educate both listeners and musicians. All students, regardless of musical background, are welcome in any course, unless a prerequisite or consent of instructor is indicated.

The introductory courses give students a broad background in concepts, methods, and repertoires from which they may choose more specialized courses. Theory and performance courses focus on the technical tools of music, with Fundamentals of Music covering the basics as a prerequisite to Tonal Harmony,

Chromatic Harmony, and Counterpoint, as well as Instrumentation, Analysis, and the Seminar in Composition. Credit for performance is offered through Individual Instruction, Orchestra Practicum, and Voice for Performance, which are one-credit courses to be taken for three semesters in order to count for a full course credit. Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance both involve an extra fee.

The Major in Music

A music major within a liberal-arts framework is broader than that offered by either a conservatory or a school of music.

In a liberal arts framework, courses offer students historical, theoretical, cultural and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind and as a source of lifelong enjoyment. Some students may go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common core of knowledge with specialization at the higher levels in such areas as composition, performance, music history or cross-cultural studies.

As we approach the 21st century, a grounding not only in the traditional musical skills of Western fine-art music, but also knowledge of music of the 20th century, of American music, and of the traditions of other cultures is considered an indispensable tool for every music major.

Required Courses for the Music Major (a minimum of 12 courses):

Optional Introductory Courses: On the Nature of Music (MU 010) or Fundamentals of Music Theory (MU 070) may be substituted for one of the electives, with approval of the Chair.

Theory, Analysis, and Composition Courses (4 courses total)

Prerequisite: MU 070 Fundamentals of Music Theory or Equivalent

Required of all majors: MU 110 Harmony; MU 211 Chromatic Harmony; MU 312 Counterpoint; MU 097 Ear-training/Sight-Singing lab (a required one-credit lab associated with theory until minimum proficiency test is passed)

Choice of any one: MU 212 Instrumentation; MU 213 Analysis for Performers; MU 315 Composition Seminar

Historical Courses (3 courses total):

Required of all majors: MU 209 20th Century Music

Choice of any two*: MU 201 Medieval-Renaissance Music; MU 203 Music of the Baroque; MU 205 Music of the Classic Era; MU 207 Music of the Romantic Era

*With permission of the Chair, a composer or genre course may be substituted for one of these

Cross-Cultural Courses (2 courses total):

Required of all majors, a choice of one from each of the following two groups:

Group I:

MU 301 World Musics
MU 320 Musics of the Americas
MU 322 Jazz in America

Group II:

- MU 302 Music and Ritual
- MU 303 Music and Gender
- MU 331 Celtic Folk song or
- MU 330 Irish Traditional Music
- MU 400 Research and Readings—Fieldwork Tutorial

Performance Ensemble Experience (A minimum of two semesters): Choose from Boston College Symphony Orchestra; Boston College Chamber Orchestra; Chamber Music Ensemble or Early Music Ensemble; University Chorale or other approved singing group; Concert band or Jazz band; Folk, rock, or non-Western ensemble (by consultation with Chair).

Required Senior Seminar (1 semester): The Senior Seminar (MU 405) will ordinarily be open only to senior music majors; it will allow them a framework for synthesizing their various courses into a coherent whole, with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance) and serve as preparation for senior exams and/or a senior project, with supervised reading, research, writing and discussion and/or performance.

Electives (2 courses): The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it be in music-theory and composition, performance, history, or cross-cultural studies.

Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be granted only upon completion of the third semester of lessons. Students with performance emphasis will also fulfill the required two semesters of ensemble participation.

Cumulative Listening Competency: Listening based on the Required Repertoire for Listening given to all majors at the beginning of sophomore year (or whenever the major is declared). Each year of the Music major (normally three), a short list of works will be given the student to be acquainted with by the end of the year. A listening test on these works will be administered until the student passes. In addition, all seniors will be expected to have passed the minimum competence requirements for Ear Training and Sight-Singing (see under Theory requirements above) before graduation.

Honors

In order to graduate with departmental honors a music major must maintain a B+ grade average, pass the ear-training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors.

The Recommended Course of Study, Year by Year

Preliminary Courses, Freshman Year: Freshmen who feel they may wish to consider majoring in music should, if possible take MU 010, "On the Nature of Music," which is a general introduction to the field and its various methodologies, and may receive retroactive credit for the major if passed with a B+ or higher. All students declaring the music major should try as freshmen to take or test out of Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training, or

should consider taking it in summer school before the commencement of the major.

Sophomore Year: Harmony and Chromatic Harmony should be taken in sequence. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Romantic Era, Music of the 20th Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year: Counterpoint and a choice of Analysis for Performers, Transcription of Non-Western Musics, Instrumentation, or Composition and a second or third history course and/or a cross-cultural course. The second year of the required Listening Repertoire should be mastered.

Senior Year: Any advanced courses in the Department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous coursework. The final year of the required Listening Repertoire should be mastered.

Course Offerings

Introductory

MU 010 On the Nature of Music (F: 3)

An overview of the field of music, exploring various approaches to its study, and examining its processes and repertoires. Designed to develop an understanding of the elements, the structural principles, and the basic functions of music, as well as studying the use of musical materials by representative composers and cultures through listening and analysis, with brief exercises in performing and writing music. Repertoire includes music by Louis Armstrong, Laurie Anderson, Bach, Bartok, Beethoven, Count Basie, Cage, Chopin, Duke Ellington, Led Zeppelin, Mozart, Ravi Shankar, Stravinsky and others. Two 75-minute class meetings for lecture and discussion plus one hour-long listening lab per week. No previous musical background is required or assumed.

Additional charge for anthology of texts and notes: \$10.00; tapes of listening repertoire provided at cost. *Anne Dhu Shapiro*

MU 048—049 Music in Western Civilization (F: 3—S: 3)

A general introduction to Western art music from Gregorian Chant to Wolfgang Amadeus Mozart. Continues in spring semester to modern period. *C. Alexander Peloquin*

Theory and Performance Courses

MU 070 Fundamentals of Music Theory (F, S: 3)

The course objective is to master the fundamental vocabulary of tonal music. The subject area covered will be the notation of pitch and rhythm, major and minor scales, intervals, triads and elementary keyboard harmony. This course will focus on developing a strong foundation of intellectual and aural skills.

Margaret McAllister

MU 076 Orchestra Practicum (F, S: 1)

Regular, graded participation in the Boston College Orchestra will be given one credit up to the limit of three credits during a student's career at BC. Consent of Orchestra Director required. *Neal Hampton*

MU 096 Gospel Workshop (F, S: 1)

Hubert Walters

MU 097 Ear Training/Sight-Singing Lab (F, S: 1)

A twice-weekly opportunity to develop skills of sight-singing and ear-training; for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony. *Michael Burgo*

MU 098 (SA 560) Voice for Performance (F, S: 1)

Emphasis on individual coaching and training in developing vocal qualities for performance. An extra fee is charged. *Laetitia Blain*

MU 099 Individual Instrumental/Vocal Instruction (F, S: 1)

Weekly private lessons will receive a single credit on approval of the Department Chairperson. Up to six units of credit may be received for lessons.

Tutorial fee per semester: \$330.00

The Department

MU 100 Individual Instrumental/Vocal Instruction (F, S: 3)

Weekly private lessons on an instrument or in voice or composition for an hour, 45 minutes or half an hour. Lessons must be arranged through the Music Department.

Tutorial fee per semester: \$165.00–330.00

The Department

MU 110 Harmony (F, S: 3)

Prerequisite: MU 070 or consent of Department. Harmony will cover the principles of diatonic harmonic progression, four part writing from a figured bass, and harmonization of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training. *The Department*

MU 211 Chromatic Harmony (F: 3)

Prerequisite: MU 110

This course will cover the basic principles of chromatic progression. Maintaining the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, and augmented sixth chords. The concepts of modulation and modal interchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued. *Margaret McAllister*

MU 212 Instrumentation I (F: 3)

The study of the instruments of the symphony orchestra, their character, timbre, range; students will acquire the ability to read an orchestral score, transpose and write instrumental music. *Margaret McAllister*

MU 312 Counterpoint I (S: 3)

Prerequisite: MU 070 or consent of Department. In this course we will study the fundamentals of the two-voice polyphonic style. The course objective will be to build a dependable contra-

puntal technique using the principles of species counterpoint. The course will include a brief survey of the historical origins of Western polyphony, and analysis of ecclesiastical compositions of the last half of the sixteenth century.

Margaret McAllister

MU 315 Seminar in Composition (S: 3)

Prerequisite: Consent of Department.

An introduction to the principles of composition. Analysis of representative works in both tonal and 20th century idioms. Works by Haydn, Mozart, Ravel, Stravinsky, Schoenberg, Bartok, and others will be analyzed and used as models for student compositions.

Margaret McAllister

Periods

MU 201 Medieval and Renaissance Music (S: 3)

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the 16th century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

T. Frank Kennedy, S.J.

MU 203 Music of the Baroque (S: 3)

Music in the 17th and first half of the 18th centuries; from Monteverdi and Schutz to Bach and Handel. Rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, fugue.

T. Frank Kennedy, S.J.

MU 207 Music of the Romantic Era

A study of the new concepts, genres, and musical institutions that grew up in the 19th century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler. Offered 1991-92

The Department

MU 209 Music of the 20th Century (F: 3)

A study of the music of the 20th century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as an historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the 20th century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American popular song will be included.

T. Frank Kennedy, S.J.

Genres

MU 221 Concerto (S: 3)

A study of the evolution of the concerto from its inception in the early Baroque through the masterpieces of Vivaldi, Bach, and Handel, to the Classic period concerti of Haydn, Mozart, and Beethoven, the extension of the solo concerto in the Romantic era, and its continuation and reinterpretation in the 20th century.

T. Frank Kennedy, S.J.

MU 225 Keyboard Music (F: 3)

Music results when a composer communicates by means of a musical instrument. This course will see how composer/performers have explored and exploited the expressive possibilities inherent in three keyboard instruments (harpsichord, clavichord and piano—music for organ is not included). Students should come away with an understanding of the main differences in the construction and sonic possibilities of these three instruments, the change of musical styles and forms over a four-hundred-year period (from the Baroque through today), and specific knowledge of the masterpieces of keyboard music by some of the great keyboard composer/performers: Frescobaldi, J.S. Bach, Couperin, Rameau, C.P.E. Bach, J.C. Bach, Liszt, Debussy, Bartok, Art Tatum, Thelonious Monk.

Included will be a trip to view the instrument collection at the Museum of Fine Arts, and students will be expected to attend concerts in the Boston area. Some previous acquaintance with the keyboard is recommended but not required.

Jeremiah McGrann

Composers

MU 260 J.S. Bach (F: 3)

A study of the life and music of the greatest composer of the Baroque era, using a chronological approach to his music, via the musical genres which Bach used: keyboard works, instrumental works, and choral compositions, including cantatas, oratorios and the passions.

T. Frank Kennedy, S.J.

MU 265 Amadeus: Mozart and Myth

A study of the music and life of Mozart using the Peter Shaffer play (and movie) *Amadeus* as a point of departure. An evaluation of the historical basis for the play through examination of Mozart's letters, manuscripts, and contemporary descriptions, as well as an examination of the musical works used as its sub-text will lead to the consideration of what purposes the mythologizing of Mozart serves in 20th-century American culture.

Offered fall, 1991

Anne Dhu Shapiro

MU 270 Beethoven (S: 3)

An introduction to the life and music of Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the "heroic" style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*. Class time will be spent on perceiving the construction and organization of his music and its expressive character and power. Readings and lectures will touch tangentially on the Enlightenment, Kant's moral philosophy, and changing aesthetic attitudes towards instrumental music as they relate to the composer.

Jeremiah McGrann

MU 290 Wagner (F: 3)

A study of the life and major operatic works of one of the crucial figures of the late 19th century music world. Examples of music dramas

included in the study will be *Der fliegende Holländer* (*The Flying Dutchman*), *Lohengrin*, *Tristan und Isolde*, and *Der Ring des Nibelungen* (*The Ring of the Nibelung*).

T. Frank Kennedy, S.J.

Cross-Cultural Courses

MU 320 Music in the Americas (S: 3)

A survey of American music from the original native inhabitants to contemporary developments. Encompasses secular and religious music as well as popular and concert music.

Anne Dhu Shapiro

MU 302 Music and Ritual (S: 3)

A study of the role of music within the diverse rituals of selected cultures, with a view to understanding how music functions and what it adds. Examples will be chosen from Native American life-cycle and healing rituals, various Catholic liturgies, sub-Saharan African medicine dances, Indonesian epic dance-dramas, and far Eastern religious and court ceremony.

Anne Dhu Shapiro

MU 321 (BK 266) Rhythm and Blues in American Music (F: 3)

This course examines the elements of "rhythm" and "blues" in the Afro-American sense, and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material which include music from the early New Orleans period to present day Jazz/Rock and music videos will be used throughout the course.

Hubert Walters

MU 322 (BK 285) Jazz in America (S: 3)

This course provides a thorough and detailed study and examination of the black music that has come to be known as "jazz." The socio-political nature of black music in America, black music in education, and the relations of black music and the mass media are considered. Students will have the opportunity to experience live performances of jazz, and will be asked to do a general analysis of at least one recording (LP) of a jazz performance.

There are no prerequisites and students from all classifications are welcome.

The Department

MU 323 (EN 445) Jazz: Listening and Describing (F: 3)

This course will have a dual aim: 1) to provide a working knowledge of jazz history from the early 1920s to about 1950; and 2) to develop facility in writing descriptively about recorded jazz performances, both in themselves and in comparison to other jazz performances and other sorts of music.

Among the principal musicians covered will be the following: Louis Armstrong, Bix Beiderbecke, Jelly Roll Morton, Bessie Smith, Jack Teagarden, Coleman Hawkins, Lester Young, Billie Holiday, Benny Goodman, Duke Ellington, Charlie Parker, Dizzy Gillespie, and Miles Davis. Though the approach throughout will be musical rather than sociological or cultural, no technical knowledge of music will be required.

William Youngren

MU 331 Celtic Folk Music (F: 3)

A study of the roots, repertoires, instruments, and cultural context of the folk musics of the Celtic countries, with emphasis on Gaelic-speaking Ireland and Highland Scotland. In order to understand the workings of oral tra-

dition in music, exposure to live performance and fieldwork will be incorporated wherever possible.
Anne Dhu Shapiro

MU 350 Topics in Ethnomusicology (S: 3)
Topics in world music by a visiting scholar to be announced.
The Department

MU 405 Senior Seminar (F: 3)
For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements above).
Anne Dhu Shapiro

Other courses which the Department offers on a non-periodic basis include:

MU 205 Music of the Classic Period
MU 213 Analysis for Performers
MU 220 Song
MU 222 Symphony
MU 223 Music and Theater
MU 224 Music and Liturgy
MU 303 Music and Gender

Philosophy

Faculty

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Gasson Professor Quentin Lauer, S.J., B.A., M.A., St. Louis University; S.T.L., Woodstock College; D. ès L., University of Paris (Sorbonne)

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Rasmussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Professor William J. Richardson, S. J., Ph.L., Woodstock College; Th.L., Ph.D., Maître Agrégé, University of Louvain

Professor Jacques M. Taminiaux, Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor James Bernauer, S.J. A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor John J. Cleary, A.M., University College, Dublin; Ph.D., Boston University

Associate Professor Joseph F. X. Flanagan, S.J., Chairperson of the Department A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Associate Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Associate Professor Ronald K. Tacelli, S.J., A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Assistant Professor Ronald Anderson, S.J., B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Assistant Professor Susan M. Brennan, B.A., Cornell College; Ph.D., University of Iowa

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Vanessa P. Rumble, B.A., Mercer University; Ph.D., Emory University

Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of Core philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six

credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Course Offerings

The courses listed for the 1990-91 cycle are tentative. These are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

Core Courses

PL 070-071 Philosophy of the Person I and II (F: 3-S: 3)

This course is based on two Socratic sayings: "know thyself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.
The Department

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II/Perspectives I (F: 6-S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.
The Department

UN 105-106 Perspectives on Modernism/Perspectives II (F: 6-S: 6)

A full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week of jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. This course fulfills six credits of the Philosophy Core requirement, six credits of the English core requirement, or three credits of each requirement.
The Department

UN 109-110 Horizons of the New Social Sciences/Perspectives III (F: 6-S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of

economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues. *The Department*

**UN 120-121 New Scientific Visions/
Perspectives IV (F: 6-S: 6)**

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies. In particular, the startling innovations wrought by the concepts of function, energy and randomness in the fields of mathematics, biology, physics and chemistry will be explored. These developments will be presented in their mutually conditioning relationships to one another, and in terms of their impacts upon our philosophical world-view. *The Department*

**PL 281-282 Philosophy of Human
Existence (F: 3-S: 3)**

A systematic reflection on the nature of human existence, starting from an analysis of the body/soul structure and of community, with special attention given to the question of immortality and the questions of knowledge and freedom. The method will insist heavily on personal reflection along with a research project on a particular theme or a particular author relevant to the subject matter of the course. *Oliva Blanchette*

PULSE Courses

**PL 088-089 (TH 088-089) Person and
Social Responsibility (F: 6-S: 6)**

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices. *The Department*

PL 202 Housing and Reality (S: 3)

In-depth analysis of urban housing conditions with views to housing sites within the city. Research into causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society. Discussion and research into possible means of relief. *Harry Gottschalk*

**PL 205 Housing: A Guide for the Perplexed
(F: 3)**

In-depth analysis of urban housing conditions with views to housing sites within the city. Research into causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society. Discussion and research into possible means of relief. *Harry Gottschalk*

PL 216 Boston: An Urban Analysis (S: 3)

This is a seminar intended for juniors and seniors with PULSE experience in the South End. The aims of the course include reflection upon the problems of government and power at the neighborhood level and an investigation of the symbolic configurations of local life. *David Manzo*

**PL 233 Values in Social Services and Health
Care (F: 3)**

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended. *David Manzo*

**PL 291-292 Philosophy of Community I
and II (F: 3-S: 3)**

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take. *Joseph Flanagan, S.J.
Richard Keeley*

**PL 293-294 Culture and Social Structure:
Philosophy of PULSE I and II**

Prerequisite: Membership on PULSE Council. The course will concentrate on the interrelationships between American political, economic, social and military institutions. AS these interrelations are explored on a macro scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken. Not offered 1990-91 *Joseph Flanagan, S.J.
Richard Keeley*

Electives

PL 165 The Human Person and Love (S: 3)

The course will examine the mystery of love in its multiple human expressions. The study will be from a philosophical and psychological point of view, through a consideration of selected readings from some classical and modern authors, e.g., Luijpen, Fromm, Lewis, Peiper, Plato, Aristotle, etc. *Daniel J. Shine, S.J.*

PL 168 Philosophy in the Bible (S: 3)

Exploration of philosophical questions about Meaning, God, Truth, Humanity, Morality, Love, and Death in 14 books of the Bible from *Genesis to Revelation*. *Peter J. Kreeft*

**PL 193 Chinese Classical Philosophy:
Confucianism, Taoism and Buddhism (F: 3)**

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature. *Francis Y. Soo*

**PL 194 Contemporary Chinese Philosophy:
Neo-Confucianism and Maoism (S: 3)**

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to "substitute" Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China. *Francis Y. Soo*

PL 203 Analytic Philosophy

How to describe the indescribable? This course—partly historical, partly systematic—is about the limits of language and the limits of the world: how the one influences the other. Not offered 1990-91. *Ronald K. Tacelli, S.J.*

**PL 251 Political Philosophy: Machiavelli to
Burke**

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition. Not offered 1990-91. *Gerard C. O'Brien, S.J.*

PL 254 After Death and Dying

An exploration of life after death, including such questions as: What difference does confronting death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is Heaven different from the genetic promise of an immortality pill? Not offered 1990-91 *Peter J. Kreeft*

**PL 259 (SC 250) (TH 327) Perspectives on
War, Aggression, and Conflict Resolution I
(F: 3)**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance. *Rein A. Uritam*

PL 264 Logic (F, S: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases. *The Department*

PL 268 (BK 268) (SC 268) The History and Development of Racism (F, S: 3)

To increase participant awareness of the interrelationships of individual and institutional forms of racism and to deepen participant understanding of how to combat racism today. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism.

Horace Seldon

PL 269 (SC 251) (TH 328) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

PL 275 Philosophy in Literature: Tolkien (S: 3)

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (*sehnsucht*) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

Peter J. Kreeft

PL 278 Philosophy of Woman (F, S: 3)

We will look at selections from various philosophers in order to understand what they mean by "man" and "woman." We will try to see whether or not the meanings are coherent with each other and with the rest of the philosopher's thought. In this way, I hope we will get an overview of how the concept of "woman" has changed and developed over the years.

The Department

PL 299 Readings and Research (F, S: 3)

By arrangement

The Department

PL 303 Philosophical Questions in Religion

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas. Not offered 1990–91

Peter J. Kreeft

PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: 1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. 2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. 3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. 4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital)

status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

PL 314 The Mind and Its Body

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between "mind" and "body"? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer.

Not offered 1990–91. Ronald K. Tacelli, S.J.

PL 335 Platonic Dialogues (F: 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

PL 338 The Heidegger Project I (F: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 339 The Heidegger Project II (S: 3)

A continuation of PL 338, open only to students participating in the course.

Thomas J. Owens

PL 340–341 Philosophy in the Middle Ages I and II (F: 3–S: 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

PL 344 The Aristotelian Ethics (F: 3)

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Arthur R. Madigan, S.J.

PL 351 Life, Values, and Morality (S: 3)

The objective of this course is the examination of the meaning of life. A number of problems will be discussed: the general notion of value, different types and families of values, including morally significant goods and moral obligation. Some modern philosophers will be introduced: Nicolai Hartmann, Max Scheler, Dietrich von Hildebrand, and Alexander Pfänder.

Joseph L. Navickas

PL 358 The Confessions of St. Augustine

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works. Not offered 1990–91.

Gerard C. O'Brien, S.J.

PL 379 Socrates and Jesus

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived—the inventor of reason and the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and John's *Gospel*.

Not offered 1990–91.

Peter J. Kreeft

PL 381–382 After Being I: A Reexamination of the Question (F: 3–S: 3)

Starting from Heidegger and other deconstructionists of the metaphysical tradition, this course will attempt to re-open the question of being as an issue of rational discourse and propose a method for dealing with the question scientifically in terms of the transcendental properties of Being, the One, the True, and the Good. It will argue that not "the forgetfulness of being" but the forgetfulness of the transcendentals has led to the demise of metaphysics in Western philosophy and that a refocusing on the transcendentals can open the way to a more adequate discourse on Being, as such.

Oliva Blanchette

PL 385 Augustine's Confessions (F: 3)

A detailed and personal exploration of the greatest classic of religious autobiography ever written.

Peter J. Kreeft

PL 395 Philosophy of Dostoevsky (S: 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

PL 402 Kant's Moral Philosophy (S: 3)

How we make moral decisions warrants close examination. Often we experience a conflict between what *seems* the best and what *seems* the right thing to do. Kant offers a theory to substantiate our choice for what is *right*—our duty. This view has been challenged. The course seeks to present and evaluate Kant's theory of duty.

Richard T. Murphy

PL 403 Does God Exist?

An intensive examination of arguments for and against God's existence.

Not offered 1990–91. Ronald K. Tacelli, S.J.

PL 405 Self-Deception and Morality (S: 3)

At the heart of our western tradition is the belief that moral endeavor and self-understanding are inseparable. Particularly in Kantian and Post-Kantian philosophy, the avoidance of self-deception has assumed central importance.

This course will deal with the main moral and anthropological perspectives on self-deception that have emerged in western philosophy, particularly in the nineteenth and twentieth

centuries. Two related questions will be posed to each of the thinkers studied: 1) how must the human self be constituted in order for self-deception to be possible? 2) is the self-deceiver morally responsible? *Vanessa P. Rumble*

PL 415 Great Trials in Western Civilization
Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).
Not offered 1990–91. *James W. Bernauer, S.J.*

PL 417 Socrates
"The Father of Western Philosophy", the inventor and unsurpassed example of the premier method of teaching, the gadfly to the State, the secular saint, was at once the simplest, clearest and most rational of philosophers and yet the most mysterious and paradoxical. E.g. what was "the god" that directed him? And why was he uncertain about what everyone else "knows" and certain only about paradoxes like "evil is only ignorance," "learning is only remembering" and "no evil can ever happen to a good man"?

This course studies Plato's early dialogues with a view to making acquaintance with this man who, next to Jesus, was perhaps the most important in all our history. Students will also write Socratic dialogues on topics of current interest, in his spirit and method.
Not offered 1990–91. *Peter J. Kreeft*

PL 420 Legacy of Plato and Aristotle in Christian Fine Arts Unto the Renaissance
A study of the theological and philosophical background of Christian painting, sculpture, and architecture.
Not offered 1990–91. *Jacques M. Taminioux*

PL 421 Nietzsche (S: 3)
Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism.
Jacques M. Taminioux

PL 427 Existential Psychology (F: 3)
The course will study the influence of some existential philosophers in the areas of psychology and psychiatry. Some of the authors to be considered will be Freud, Heidegger, Binswanger, Boss, Laing, May, etc. *Daniel J. Shine, S.J.*

PL 428 Introduction to Phenomenology
An historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger. Not offered 1990–91
Jacques M. Taminioux

PL 429 Freud and Philosophy
A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.
Not offered 1990–91. *David M. Rasmussen*

PL 435 Theory of the Novel (F: 3)
This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.
David M. Rasmussen

PL 437 Introduction to Derrida
This course will attempt to define the major issues that concern Jacques Derrida as these are discernible in the early evolution of his thought.
Not offered 1990–91.
William J. Richardson, S.J.

PL 448 Kant's Critique
An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.
Not offered 1990–91 *Ronald K. Tacelli, S.J.*

PL 449 Corporations and Morality (F, S: 3)
This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a *moral agent* in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members. The main focus will be on managing the corporation's relationship with the social and natural environment in which it operates. Issues to be considered in this regard will include marketing and advertising, product safety, environmental pollution, bankruptcy, and international business. Since the trend of globalization in the business environment remains so predominant, special attention will be paid to the peculiar problems which often surface when doing business in the international marketplace.

Richard A. Spinello

PL 452 Perspectives on Addiction
This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.
Not offered 1990–91 *Gerard C. O'Brien, S.J.*

PL 453 Abortion as a Philosophical Issue (F: 3)
If we look fairly and rationally at all the arguments on both sides of this heated issue, we will find that we have to go through a mini review of all of philosophy, for all these aspects must be covered: the logical, ontological, anthropological, epistemological, psychological, sociological, legal, ethical, political, medical, sexual, and religious. The professor is "pro-life" but promises a totally open and rational class discussion of all the above aspects of the issue.
Peter J. Kreeft

PL 455 Kierkegaard and Nietzsche (S: 3)
Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.
Stuart B. Martin

PL 456 The Holocaust: A Moral History (F: 3)
The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. Special attention will be given to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.
James W. Bernauer, S.J.

PL 467 Jean-Paul Sartre
An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.
Not offered 1990–91 *Richard Cobb-Stevens*

PL 474 A Philosophy of Laughter, Humor and Satire (S: 3)
This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an attempt to appreciate each work of art in its individuality and the personal perspective each one brings to his or her appreciation.
Gerard C. O'Brien, S.J.

PL 476 Hume (F: 3)
At this time, there has arisen from diverse philosophical traditions a renewed interest in Hume. This course will undertake to investigate Hume's contributions both in the epistemological and in the moral sphere. Thereby, Hume's study of the human person will emerge—a study now challenging contemporary thinkers.
Richard T. Murphy

PL 479 Contemporary German Philosophy (S: 3)
In this course, consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics and critical theory.
David M. Rasmussen

PL 482 Modern Political Philosophy from Hobbes to Hegel (F: 3)
Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical

and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.
Jacques M. Taminiaux

PL 485 Philosophy of Comparative Religions—East and West (F: 3)

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a comparative study of *philosophies* of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

Francis Y. Soo

PL 492 Moral Skepticism

Can we know the right action to perform now? Can we know what is good? The course will explore the problems involved in moral knowledge, including the special problems relating to knowledge of the future consequences of actions. We will discuss some of the questions and answers posed by J.S. Mill, H. Sidgwick, G.E. Moore, C.L. Stevenson, H.A. Prichard, and others.

Not offered 1990–91

Susan M. Brennan

PL 494 Christian Faith and Greek Philosophy (S: 3)

An examination of the interaction between faith and philosophy in the early centuries of the Christian era, this course will focus on such topics as the nature of God, the interpretation of sacred texts, the conditions of human moral activity and of human fulfillment, via study of scriptural, patristic, and conciliar documents and of contemporary Greco-Roman philosophical texts.

Arthur R. Madigan, S.J.

PL 497 Parmenides (F: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

Stuart B. Martin

PL 504 Virtues and Vices (S: 3)

What is a virtue? How can we know what is a virtue and what is a vice? Is discussing virtue the best way to approach ethics? We will examine works by Alasdair MacIntyre, Alan Donagan, Philippa Foot, Iris Murdoch, and Stuart Hampshire.

Susan M. Brennan

PL 517 Doing Evil as a Means to Good

Are we ever justified in doing evil to achieve good consequences? Do the consequences of an action make it right or wrong? The course will examine utilitarianism, consequentialism, and some of their alternatives. We will look at the historical background of the debate, but the primary focus of the course will be the twentieth century ethical theories of Bernard

Williams, J.J.C. Smart, G.E. Moore, W.D. Ross, Philippa Foot, and others.

Not offered 1990–91

Susan M. Brennan

PL 520 Basic Marxist Thought

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Capital*.

Not offered 1990–91

David M. Rasmussen

PL 529 Philosophy of Action

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Not offered 1990–91

Oliva Blanchette

PL 532 Issues in Science and Religion (F: 3)

While science and religion have often been seen as separate enterprises in conflict with each other, this course will seek to develop the ways in which they may interrelate and engage with each other. The issues will be focused by addressing the topic of how God's action within the world can be understood. It will be argued that this topic, which is foundational for developing a religious perspective on the world, requires treatment within the context of the natural sciences. At the same time, it will be argued that natural science must be open to entertaining this question if it is to be consistent with the presuppositions that have directed its growth and success.

Ronald Anderson, S.J.

PL 535 Scientific Revolutions I

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view. In studying these works, we shall focus on the following problems: a) the problem of planetary motion and b) the problem of terrestrial motion. The guiding theme of the course is the fruitful interaction of problems and theories.

Not offered 1990–91

John J. Cleary

PL 536 Scientific Revolutions II (F: 3)

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a “Copernican Revolution” in philosophy.

John J. Cleary

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues, issues related to law, business and society, i.e., the political, economic, and social spheres of human life.

Starting from the notion of “law” and “right”, the course will first study the American legal system. We will examine its historical roots, its Constitution, various legal theories and their practice (i.e., cases). Then, the source will move into a critical study of the major economic thoughts or theories: Classical, Neo-Classical, Marxist, and Supply-side economics. Finally, we will examine the American social

system in terms of its class structure, power elite, bureaucratization, and social status.

Throughout the course, the students will be asked to develop critical thinking and reflect on the important social issues such as equality, crime, family crisis, and justice.

Francis Y. Soo

PL 544 St. Thomas Aquinas

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's *Logic for Undergraduates* and Adler's *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology.

Not offered 1990–91

Peter J. Kreeft

PL 546 19th-Century Philosophers (F: 3)

As the overcoming of Enlightenment empirical sciences and as introduction to the existential thrust to continental philosophical thinking, the aim of the course will be thinking through—not just thinking about—six outstanding philosophers who strongly influenced subsequent philosophical inquiries: Fichte: *The Vocation of Man*; Hegel: *Hegel's Idea of Philosophy* (Lauer); Marx: *German Ideology*; Kierkegaard: *Philosophical Fragments*; Nietzsche: *Beyond Good and Evil*; Bergson: *Introduction to Metaphysics*.

Quentin Lauer, S.J.

PL 554 Philosophy of Poetry and Music

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Not offered 1990–91

Joseph F. Flanagan, S.J.

PL 561 Freud and Phenomenology

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Not offered 1990–91

Richard T. Murphy

PL 563 The Great Philosophers I

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievales to the moderns.

Not offered 1990–91

Joseph L. Navickas

PL 564 The Great Philosophers II

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Not offered 1990–91

Joseph L. Navickas

PL 577 Introduction to Symbolic Logic (S: 3)

An introduction to modern formal logic designed to familiarize students with both the

methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the interesting paradoxes of self-reference, "formal systems," and the limits of logic in human thought. *Ronald Anderson, S.J.*

PL 578 Philosophy of Mathematics

Prerequisite: PL 577

A study of the formal foundations of arithmetic and geometry. Besides presenting, in detail, principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful. Not offered 1990–91 *Patrick H. Byrne*

PL 584 The Complete Author: C. S. Lewis

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good and the beautiful. This course is a total immersion experience in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes. Not offered 1990–91 *Peter J. Kreeft*

PL 593 Philosophy of Science (S: 3)

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe. *Ronald Anderson, S.J.*

PL 614 Husserl and Hume

Descartes and Hume exerted the greatest influence on Husserl's development of phenomenology. This course, after beginning with a brief exposition of Husserl's version of the phenomenological method, will examine Hume's positive impact on Husserl's thought, especially in its later stages. It is anticipated that Hume's contribution to Husserl's turn to radical subjectivism will be documented. Not offered 1990–91 *Richard T. Murphy*

PL 615 British Empiricism

This course introduces classical British empiricism through the examination of the works of Locke, Berkeley, and Hume within their his-

torical context. These authors' influence on contemporary Analytic philosophy and especially phenomenology will be discussed. Not offered 1990–91 *Richard T. Murphy*

PL 618 The Process of Becoming

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentieth-century philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs. Not offered 1990–91 *Patrick H. Byrne*

PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil. Among the authors to be considered are Alasdair MacIntyre, Michel Foucault, Sigmund Freud, Martha Nussbaum, Robert Lifton and Piaget. Other resources utilized by the course will include contemporary literature and film. Not offered 1990–91 *James W. Bernauer, S.J.*

PL 622 Michel Foucault (S: 3)

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action. *James W. Bernauer, S.J.*

PL 625 The Problem of Self Knowledge (F: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide. *Patrick H. Byrne*

PL 626 Hannah Arendt: Learning to Love the World

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort to renew a love for the world and an appreciation of the worldly traits of those who call it home. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought. Not offered 1990–91 *James W. Bernauer, S.J.*

PL 632 The Later Heidegger (F: 3)

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

Required: a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent. *William J. Richardson, S.J.*

PL 633 Metaphysics: Selected Texts (S: 3)
A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset.

Arthur R. Madigan, S.J.

PL 634 The Philosophy of Jurgen Habermas

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics. Not offered 1990–91 *David M. Rasmussen*

PL 638 Plato: Selected Dialogues

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. Not offered 1990–91 *Arthur R. Madigan, S.J.*

PL 640 The Evolution of Greek Metaphysics (F: 3)

A consideration of the development of metaphysics from the speculations of the Presocratics to the system of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues and to Aristotle's *Metaphysics*. *Arthur R. Madigan, S.J.*

PL 641 Ethics and Psychoanalysis

An examination of the ethical problem as posed by psychoanalysis. Not offered 1990–91 *William J. Richardson, S.J.*

PL 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology. Not offered 1990–91 *Richard Cobb-Stevens*

PL 681–682 Symbols (P II) & Science (P IV) (F: 6–S: 6)

This is a two-semester, 12-credit course. The syllabus is taken from Perspectives II (Modernism & the Arts) and Perspectives IV (New Scientific Visions). We will explore the ways in which artistic and scientific understanding compliment and enhance one another. *Joseph Flanagan, S.J.*

Physics

Faculty

Professor Robert L. Carovillano, A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Rein A. Uritam, Chairperson of the Department A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor David A. Broido, B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Assistant Professor Michael J. Graf, B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Assistant Professor Krzysztof Kempa, M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., (Hons. I), Newcastle University College; Ph.D., D.S.C., University of New South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Program Description

The Department of Physics offers a rich and comprehensive program of study leading to a B.S. degree in physics.

This program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside of physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects.

The minimum requirements of the physics major program include ten lecture courses in physics of which eight are numbered above 300. Among these the following are required: PH 303, 401, 402, 404, 411, and 420. In addition, a physics major must choose at least two of the following elective courses: PH 412, 425, 441, 480, or 525. The required laboratory courses are PH 203–204, PH 405–406, and PH 535. In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended. PH 532, Senior Thesis, is recommended for students planning graduate work in physics. Mathematics through the level of advanced calculus is required; currently the Mathematics Department is offering 4-credit calculus courses (MT 102, 103, 202, 305) and physics majors are encouraged to enroll in these rather than in the 3-credit course sequence. The final requirement is two approved courses in a science other than physics, normally General Chemistry, CH 109–110, along with the associated laboratory.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed re-

search project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the special field of the thesis. The examining committee shall be appointed by the Chairperson and consist of a two-member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741, described in the Graduate Catalog.

Course Offerings

Courses numbered below 200 are introductory courses directed generally at non-science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the University Science Core requirement. PH 209–210 Introductory Physics I, II (Calculus) or PH 211–212 Introduction to Physics I, II (Calculus) and PH 203–204 Introductory Physics Laboratory I, II are required of all B.S. biology, chemistry and physics majors. Courses numbered above 300 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

PH 111–112 Physics for the Curious I, II (F: 3–S: 3)

This course is designed to introduce the non-technically oriented student to physics. Despite the fact that physics can most elegantly be described mathematically, this course emphasizes the concepts behind the equations. Shunning the math, a gut feeling for the concepts is developed in lieu of number-crunching solutions. The purpose is to broaden your thinking and to answer questions like: Why does a supertanker shut its engines off 16 miles from port? How do cats “always” land on their feet? Why do ice cubes sink in an alcoholic drink? Why are steam radiators white? Why do birds not get electrocuted sitting on high-voltage wires? Why is the sky blue?

Recommended laboratory (optional): PH 101–102.

Clyfe Beckwith

PH 115–116 Structure of the Universe I, II (F: 3–S: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, astronomical concepts.

Gabor Kalman

PH 130 Ideas of 20th-Century Physics (S: 3)

A course for nonscience majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the nonintuitive concepts of causality in quantum physics, ap-

plications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

Robert Carovillano

PH 131 Development of Scientific Thought (F: 3)

The objective of this course is to illuminate those concepts and views of the physical world that play so large a part in our lives. Starting with the contributions of the Greeks and bringing it up to the present, the course will outline the role of mathematics, philosophy, astronomy, physics, chemistry, biology and geology in the formation of our present view of the world about us and the view we have of ourselves. The course is open to all students; there are no prerequisites. The emphasis will be on the concepts of the various sciences, not on their techniques.

Rein A. Uritam

PH 136 Space Exploration (F: 3)

This course deals with Space Age discoveries. Satellites have been used to explore wide areas of the solar system and of deep space; the results from space missions and from dramatic developments in ground based observational capabilities provide the basis of the course. Physical concepts are developed in context, with an historical perspective provided from the ideas of the early astronomers and philosophers to the current space findings. Topics include the Sun-Earth system, including solar flares, the solar wind, the magnetosphere and auroras; comparative studies of the other planets; the Moon and planetary satellites; comets; X-ray, gamma ray and radio wave pictures of deep space.

Robert H. Eather

PH 171–172 Energy and the Environment, a Technoscientific Perspective I, II (F: 3–S: 3)

A course primarily for nonscience majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week.

Henry Poras

PH 173–174 Nuclear Power and Nuclear Weapons I, II (F: 3–S: 3)

This course will cover the basic physical principles and technology of nuclear reactors, nuclear power systems, and nuclear weapons. Emphasis will be on equipping each student to find a reasonable position between the poles of purely “pro” and purely “anti”; to acquire a sound understanding of the benefits and costs of nuclear power and nuclear weapons; to sort out the important differences between nuclear armaments policy and nuclear electric power policy; and to have responsible, well-informed, opinions on these critical issues.

There are no science or math prerequisites.

David Broido
George Goldsmith

PH 183–184 Foundations of Physics I, II (F: 3–S: 3)

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathemati-

cal manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): PH 101–102.

Robert Becker

PH 199 Special Projects (F: S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the Chairperson.

The Department

PH 209–210 Introductory Physics I, II (Calculus) (F: 4–S: 4)

Prerequisite: MT 100–101 (may be taken concurrently)

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on classical mechanics and on electricity and magnetism, and also on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204.

Joseph Chen

PH 211–212 Introduction to Physics I, II (Calculus) (F: 4–S: 4)

Prerequisite: MT 100–101 (may be taken concurrently)

First semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204.

*Francis A. Liuima, S.J.
Changgeng Du*

Laboratory Courses

PH 101–102 Basic Laboratory I, II (F: 1–S: 1)

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week.

Lab fee per semester: \$105.00 *George Goldsmith
Michael Graf*

PH 203–204 Introductory Physics Laboratory I, II (F: 1–S: 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in PH 209–210 or PH 211–212.

Lab fee per semester: \$120.00 *George Goldsmith
Michael Graf*

PH 405–406 Modern Laboratory Techniques I, II (F: 1–S: 1)

Introduction to the methods of contemporary physics research; the use of meters, oscillo-

scopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction.

Lab fee per semester: \$140.00 *George Goldsmith
Michael Graf*

PH 535–536 Experiments in Physics I, II (F: 3–S: 3)

Experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics.

Lab fee per semester: \$140.00 *George Goldsmith
Michael Graf*

PH 538 Projects in Experimental Physics (F, S: 3)

Prerequisite: Permission of Chairperson

A major individual research problem in an area such as atomic, nuclear, or solid state physics. Project approval must be obtained prior to the beginning of the semester, normally at the time of pre-registration.

Lab fee per semester: \$140.00 *The Department*

Electives (Primarily for Majors)

PH 303 Introduction to Modern Physics (F: 4)

A transition between introductory and advanced physics courses, for science majors. The basic subject matter includes the two principal physical theories of the twentieth century, relativity and quantum mechanics, with emphasis on the latter. Origins of the quantum theory, one-dimensional quantum mechanics. Quantum mechanics of a particle in three dimensions. Applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors. *David Broido*

PH 399 Scholar's Project (F: S)

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson. *The Department*

PH 401 Mechanics (S: 4)

Classical mechanics at the intermediate level. Particle dynamics and oscillations in one dimension. Conservative forces. Conservation principles: energy, momentum, angular momentum. Particle dynamics, orbit theory, and stability for central forces; the Kepler problem; Rutherford scattering. Accelerating frames of reference. Rigid body dynamics. Introduction to Lagrange's equations. *Joseph Chen*

PH 402 Electricity and Magnetism (F: 4)

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation. *Joseph Chen*

PH 404 Spacetime Physics: Relativity

The principle of relativity. The spacetime interval, proper time, the light cone. The Lorentz transformation, transformation properties of kinematic variables. Invariance and conservation laws. Collisions, binding energy of composite systems.

Offered 1991–1992

PH 411 Atomic and Molecular Physics (F: 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays; molecular physics. *Robert Becker*

PH 412 Nuclei and Particles (S: 3)

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries. *Robert Becker*

PH 420 Statistical Mechanics and Thermodynamics (F: 3)

The laws and theorems of thermodynamics. Revisibility and irreversibility. Change of phase. Entropy. Ideal gases and real gases. Maxwell-Boltzmann distribution. Fermi-Dirac statistics, Bose-Einstein statistics. Statistical basis of thermodynamics. *Krzysztof Kempa*

PH 425 Introduction to Solid State Physics (S: 3)

Prerequisite: MT 100–101; one year of physics
A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity. Physical characterization of materials. Open to all science majors. *Krzysztof Kempa*

PH 437 Electric and Electronic Circuit Analysis

Prerequisites: MT 201, PH 210 or 212

This course deals with the responses of electric circuits containing resistance, capacitance, and inductance to periodic and nonperiodic inputs, and an introduction to electronic devices and circuitry. Techniques and concepts include nodal, mesh, and loop analyses; impedance and admittance; transfer functions; complex frequency response analyses, Fourier and Laplace Transform techniques; transistors; operational amplifiers; and digital circuits. Forms a solid foundation for subsequent study of digital electronics, control systems, and communication systems.

Not offered 1990–1991

The Department

PH 441 Optics

A modern treatment of geometrical and physical optics, with emphasis on contemporary topics including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers. Offered 1991–1992 *The Department*

PH 480 Introduction to Mathematical Physics (F: 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: Fourier series, Laplace and Fourier transforms. *The Department*

PH 525 Plasma Physics (S: 3)

Prerequisites: PH 402, MT 204 or 201

An introduction to the study of many charged particle classical systems. Motions of single particles. Plasma as a fluid. Interaction of plasma and waves. Properties of the plasma diffusion, resistivity and stability. Introduction to kinetic theory. Problems related to fusion.

The Department

PH 532 Senior Thesis (S: 3)

A semester-long project in the course of which a student carries out investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. Highly recommended for majors considering graduate study in physics.

Rein A. Uritam

PH 599 Readings and Research in Physics (F, S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson.

The Department

Political Science

Faculty

Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Professor Robert K. Faulkner, A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Donald S. Carlisle, A.B., Brown University; Ph.D., Harvard University

Associate Professor David A. Deese, B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Associate Professor Dennis Hale, Chairperson of the Department; A.B., Oberlin College; Ph.D., City University

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Associate Professor John T. Tierney, A.B., Johns Hopkins University; Ph.D., Harvard University

Assistant Professor Robert S. Ross, B.A., Tufts University; M.A., Ph.D., Columbia University

Assistant Professor Eliza J. Willis, B.S.F.S., Georgetown University; Ph.D., University of Texas at Austin

Instructor Kenji Hayao, A.B., Dartmouth College; Ph.D.(cand.), University of Michigan, Ann Arbor

Visiting Instructor Kishore Mandhyan, B.S., B.L., University of Bombay, India; Ph.D.(cand.), The Fletcher School of Law and Diplomacy/Tufts University

Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: Majors are normally to take Fundamentals of Politics (2 semesters) as the first course. At least 8 electives are to be taken, including one from each area: American Government, Comparative Government, Political Theory and International Politics.

Departmental Honors

The Department of Political Science sponsors an honors program for a small number of junior and senior majors. Admission to the honors program is by invitation of the Department on the basis of GPA in the major and overall GPA.

Students in the honors program are also expected to take a total of two honors seminars during their junior and senior years. These courses, considered electives in the major, do not exempt students from the requirement of taking one course in each of four fields. Honors seminars receive a special designation on the transcript.

To graduate with one of the two highest levels of departmental honors, students must complete twelve courses within the Department, including two honors seminars, and must write an honors thesis. The level of departmental honors depends upon the quality of work in the thesis, the honors seminars, and courses in general. Students who opt not to write the thesis but who have taken twelve courses and demonstrated excellence in the major and in the two honors seminars, are eligible for the lowest level of departmental honors.

Course Offerings

Core Courses: Introductory

For freshmen and sophomores; juniors and seniors by department permission only. Note: These are the *only* departmental courses open to freshmen.

PO 024 Politics and Government in America (S: 3)

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken PO 061. Counts toward *Core requirement*. For non-majors.

Marie Natoli

PO 041-042 Fundamental Concepts of Politics (F: 3-S: 3)

Introduction to governments, political ideas

and theories, and the study of politics. For majors only. Counts toward *Core requirement*.

*Kathleen Bailey
Christopher Bruell
Dennis Hale
Kenji Hayao
Marc Landy
John Tierney*

PO 061 American Politics: The Organization of Power (F: 3)

PO 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. PO 061 examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results. PO 061 is not open to students who have taken PO 024.

Counts towards *Core requirement*. For non-majors.

David R. Manwaring

PO 062 American Politics: Major Issues of Public Policy (S: 3)

A survey of public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services). Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. Counts towards *Core requirement*. For non-majors.

Gary P. Brazier

PO 080 (HS 272) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. Open to freshmen and sophomores. Juniors and seniors by permission only. Counts toward Social Science Core requirement. (May receive Political Science or History credit: for History credit, History Core is prerequisite, but may be taken simultaneously.)

*Kathleen Bailey
Raymond T. McNally*

Special Undergraduate Courses

PO 281 or 282 Individual Research in Political Science (F, S: 3)

One semester of research under the supervision of a member of the Department, culminating in a long paper or some equivalent. Permission of instructor required.

The Department

PO 291, 292 Honors Thesis in Political Science (F, S: 3)

The Department

PO 295-296 Honors Seminar (F: 3)

Undergraduate Electives

Prerequisite: Sophomore standing or higher. Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students. *Prerequisite:* Junior standing or higher.

American Politics

PO 302 American National Government (S: 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Open to students seeking an introduction to American government and politics who have not taken PO 024 or PO 061 or advanced courses in general American politics. *Counts toward Core requirement.* Robert Scigliano

PO 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. Note: Not open to students who have taken PO 317. Marc Landy

PO 309 Congressional Politics and Policy-making (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which Members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policymaking. John Tierney

PO 310 Administration of Criminal Justice (S: 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. David R. Manwaring

PO 311 Urban Politics (S: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas. Dennis Hale

PO 317 American Presidency (F: 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken PO 303. Robert Scigliano

PO 319 National Security Policy (F: 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.) Donald L. Hafner

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights. David R. Manwaring

PO 323 Tocqueville on France and America (S: 3)

Prerequisite: Ability to read and speak French. The course will be conducted in French. It will mostly take up Tocqueville's writings on the French Revolution and French politics during the first half of the 19th century and on American democracy as he found it in his travels in the United States in the 1830s. Some current readings on French and American politics will bring Tocqueville's accounts down to date. Robert Scigliano

PO 325 Intergovernmental Relations (F: 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration. Gary P. Brazier

PO 329 American Political Ideas and Institutions (F: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author. Robert Scigliano

PO 338 The American Voter (F: 3)

American electoral politics from the New Deal coalition to the Reagan coalition. The rise of ideology, the decline of party and the changing role of class, race, region, gender and generation. Application of mass marketing techniques to political campaigns. The current stalemate in American politics: why the Democrats can't win the presidency, why the Republicans can't win anything else. William Schneider

PO 339 (EC 359) Economics and Politics of the Environment (S: 3)

This course examines environmental issues from the perspectives of both economics and political science. A wide variety of specific environmental issues will be addressed, including hazardous waste, air and water pollution control, global climate change, wilderness preservation, and land use. For each issue we will analyze both the political and the economic factors that affect environmental policy formation and implementation. Marc Landy

Stephen Polasky

PO 340 Public Policy (S: 3)

This course will examine public policy-making in America from both an analytic and develop-

mental perspective. It will look at each of the great waves of policy-making which have occurred in this century and determine the relationship which each has had to contemporary problems and politics. Marc Landy

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.). David R. Manwaring

PO 349 Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American political system. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc. Marie Natoli

PO 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S: 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities. Admission to this course is by *application only*. Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices. Gary P. Brazier

PO 358 Seminar: The American Voter (S: 3)

Seminar on American electoral politics from the New Deal coalition to the Reagan coalition. Students will research the changing electoral politics of a state or city of their choice. William Schneider

PO 362 Seminar: Political Economy and Public Policy (F: 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives. Marc Landy

PO 376 Seminar: Current Constitutional Issues (F: 3)

David R. Manwaring

Comparative Politics

PO 403 The Making of Modern India (F: 3)

This course will review the confrontation between India's indigenous traditions and European and Islamic influences from the West, and examine the way in which India's contemporary political and social institutions have coped with key problems in modern world history and politics—economic development, ethnic and religious diversity, the struggle for political independence, and nation-building. Kishore Mandhyan

PO 406 Politics in Western Europe (S: 3)
A comparative analysis of political thought, action, and organization in Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Counts toward *Core requirement*.
Marvin Rintala

PO 412 Comparative Urban Politics (S: 3)
A comparison of selected American and non-American cities with respect to their traditions, politics and problems.
Gary P. Brazier

PO 416 Introduction to Chinese Politics (F: 3)
This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy. Not open to those who have taken PO 410.
Robert S. Ross

PO 417 Government and Politics of Japan (F: 3)
This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan as well as political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.
Kenji Hayao

PO 418 Comparative Politics of South Asia (F: 3)
A study of political order and change in South Asia during the post-colonial period, including the domestic politics of Afghanistan, Bangladesh, Burma, India, Nepal, Pakistan and Sri Lanka. Topics to be covered include: the structure of regimes in the new states; the agenda and political economy of social transformation in the region; the impact of development in the rural-urban spheres and evolution of federal relations; the significance of religion, ethnicity, caste and class as factors in civil strife; the status of human rights, the environment, women and cultural survival (example: tribals and children) issues in state policy; the role of governmental/non-governmental institutions in political change; and the tension between authoritarian and democratic approaches in the organization and conduct of political life.
Kishore Mandhyan

PO 423 From Empires to Nations (S: 3)
Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. Modern continental empires such as the Austro-Hungarian and Russian will be dealt with, as well as the British and French overseas imperial experiences. Contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.
Donald S. Carlisle

PO 442 The Political Institutions of Western Europe (S: 3)
A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.
Marvin Rintala

PO 461 Seminar: Power and Personality (S: 3)
This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.
Marvin Rintala

International Politics

PO 501 International Politics (F: 3)
The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.
Donald L. Hafner

PO 504 International Politics of Europe: World War II to the Present (S: 3)
A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.
Donald L. Hafner

PO 514 Great and Local Powers in East Asia (S: 3)
Introduction to international relations of East Asia since World War II, with a focus on the diplomacy of Japan, China, and other powers and the emergence and resolution of regional conflicts, including the Korean and Viet Nam wars.
Robert S. Ross

PO 515 International Politics of the Environment (F: 3)
A survey of the ideas, institutions and issues related to the global politics of the environment. Exploration of issues such as population and resources, urbanization, technology choice and development alternatives. Case studies will focus on tropical rain forests, ozone depletion, the greenhouse effect, acid rain, and the Chernobyl and Bhopal environmental accidents. Other topics to be covered include: the political ecology of oceanic law; the politics of natural disasters; the role of international institutions in protecting the environment (e.g., UNEP, World Bank, Human Rights and Green movements); the revision of the Antarctica Treaty; the connection between security and environmental issues; the political economy of conversion, and nuclear ethics. Key themes to be addressed are the nature/domain of the international environment; linkages between policy at the personal, local, national and global level and the limits and potential of contemporary ecological structures in promoting sustainable societies.
Kishore Mandhyan

PO 516 American Foreign Policy (S: 3)
This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.
Donald L. Hafner

PO 518 (TH 338) The Challenge of World Hunger (S: 3)
A study of the global food regime with an emphasis on the context and causes of poverty, hunger, and malnutrition. Topics to be included are: the linkage between population growth and food scarcity; comparative development strategies; the efficiency, equity, and ecological aspects of alternative agricultural policies; the political economy of rural-urban and North-South relations; the role of international institutions in the food cycle (production, exchange, distribution, and consumption); and an exploration of the ethical issues related to the principal approaches conceived to address the food crisis.
Kishore Mandhyan

PO 525 Introduction to International Political Economy (F: 3)
Reviews the three contending classical approaches to the study of international political economy: liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.
David A. Deese

PO 526 International and Comparative Political Economy II (S: 3)
Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system. Not open to those who have taken PO 538.
David A. Deese

PO 527 Comparative Foreign Policy of Developed and Developing Nations (F: 3)
This course analyzes the general processes and patterns of foreign policymaking and applies these to several country cases, including the special constraints and problems confronting small states. Emphasizes a variety of domestic and international political actors, as well as traditional foreign policymaking bureaucracies. Focuses on three major substantive units: energy and security (demonstrating the frequent inseparability of political economy and national security issues); foreign security policy; and foreign economic policy. Not open to those who have taken PO 434.
David A. Deese

PO 553 Seminar: U.S.-Japan Relations (S: 3)
How the current crisis in the U.S.-Japan relationship is handled is likely to affect people across the globe. This course analyzes the important factors—historical, strategic, economic, and political—affecting the current relationship and then considers how the relationship can and should be handled in the future.
Kenji Hayao

PO 556 Seminar: On War (S: 3)
A course on the causes, nature, and outcomes of international crises and war. Surveys classic

and modern works, including the evolution of conflict in the nuclear age. Analyzes nations' approaches to formulating grand strategy. Focuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nuclear war.

David A. Deese

PO 559 Seminar: International Institutions (S: 3)

The study of international organizations is the study of international cooperation. Multilateral relations amongst states have been structured with the assistance of international institutions. World order was a new idea in the nineteenth century when diplomacy was carried out largely through bilateral means. Today the call for greater international cooperation must be examined in the light of a century and a half of international institutional development. In this course a variety of perspectives will be examined—from the view that international organizations are captives of their member states to the notion that they are the basis for a future world government.

Kishore Mandhyan

PO 561 Seminar: Theory in International Politics (F: 3)

An advanced seminar which explores the limits and possibilities of theory and analytical methods in international politics. Surveys the process of research and progress in political science. Reviews history of international studies. Focuses on theories about international systems and interaction among states, international regimes, and multinational corporations, and on theories about states and leaders. Reviews promising avenues of research and theory building.

David A. Deese

PO 563 Seminar: Chinese Foreign Policy (S: 3)

This course is a comprehensive analysis of the People's Republic of China's foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy towards the superpowers and towards its Asian neighbors. The course also covers the instruments of Chinese foreign policy, including use of force and economic diplomacy.

Robert S. Ross

Political Theory

PO 606 Foundations of Modern Political Philosophy (F: 3)

An introductory consideration of a few seminal views. In 1990–91 the course will glance at the post-modernist critique of modern life, by Foucault and Heidegger, and then reconsider the stages in the development of modern thought articulated by Nietzsche, Kant, and Machiavelli.

Robert K. Faulkner

PO 607 Democracy: Kinds, Promise, Problems (S: 3)

A study of various democracies and democratic proposals, other than the American. We look both to examples, such as Swedish social democracy and democratic Athens, and to prescriptions and diagnoses, such as those by Rousseau and Aristotle.

Robert K. Faulkner

PO 609 American Political Thought (S: 3)

A study of instructive thoughts about the American experiment in liberal democracy. Readings will be drawn from statesmen of the various formative stages as well as from novel-

ists and commentators. In 1990–91 special attention will be given to the meaning and consequences of different forms of equality and liberty.

Robert K. Faulkner

PO 614 Rousseau (F: 3)

An introduction to Rousseau's thought with special attention to *Emile*, Rousseau's novel on education.

Susan Shell

PO 615 Socrates and Athens (F: 3)

A reading of some of the first-hand accounts of Socrates' activity as the first political philosopher. What questions were of concern to him, and how did his examination of those questions bring him into conflict with Athens and set him on the course that led to his trial and execution? Readings drawn from the dialogues of Plato, the Socratic works of Xenophon, and (occasionally) the plays of Aristophanes. No previous background in political theory is required.

Christopher J. Bruell

PO 627 Shakespeare's Political Wisdom I (F: 3)

Four of Shakespeare's best-known plays studied to discover his understanding of political life.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Four other Shakespearean plays studied with care. This course can be taken independently of PO 627.

David Lowenthal

PO 631 Ethics and Politics (F: 3)

What's good and what good is it in politics: A consideration of the shape and possibility of a just political order and of whether it can adequately encompass what is good. Readings and discussion will touch contemporary proposals and discuss a very few major alternatives selected from novelists, playwrights, and philosophers such as Nathaniel Hawthorne, Edward Bellamy, Francis Bacon, Swift, Shakespeare, Aristotle, Plato, Locke, Nietzsche, and Mill.

Robert K. Faulkner

PO 636 Political Philosophy of Abraham Lincoln (F: 3)

A small class devoted to the study of Abraham Lincoln's political principles through an intensive analysis of his major speeches and writings.

David Lowenthal

PO 639 DeToqueville's *Democracy in America* (S: 3)

A small class devoted to close textual analysis of the greatest book written about American society—DeToqueville's *Democracy in America*.

David Lowenthal

PO 641 Models of Political Phenomena (S: 3)

This course provides an introduction to thinking analytically about human behavior by exposing students to various styles of constructing and testing models of political phenomena. It looks at a number of the intellectual tools that have been used to represent political and social processes. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 666 Seminar: Politics, Art and Literature: The Russian Experience (S: 3)

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The

interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoyevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken PO 416.)

Donald S. Carlisle

The following courses are offered by the Department on a recurring basis; consult the instructor for information about each course.

PO 071 Political Classics David Lowenthal

PO 305 State and Local Government

Gary P. Brazier

PO 306 Parties and Elections in America

Kay L. Schlozman

PO 308 Public Administration Dennis Hale

PO 312 Women in Politics Kay L. Schlozman

PO 316 Topics in American Politics: The President, Congress, and the War Power

Robert Scigliano

PO 327 Politics and Policies in Metropolitan Areas Gary P. Brazier

PO 330 The Politics of Health Care Policy

John Tierney

PO 332 The "Great Rights": The First Amendment and American Democracy

David R. Manwaring

PO 334 Politics of Environment

Marc Landy

PO 336 Pressure Groups: Organized Interests and American Democracy

Kay L. Schlozman

PO 337 Judicial Process Robert Scigliano

PO 341 20th-Century American Political Thought Dennis Hale

PO 343 Politics and Inequality

Kay L. Schlozman

PO 348 Representation/Citizenship

Robert Scigliano

PO 353 Seminar: Executive Politics and Policy-Making John Tierney

PO 364 Seminar: The New Deal and the Transformation of American Politics

Marc Landy

PO 366 Seminar: Problems in Congressional Policy-Making John Tierney

PO 368 Seminar: Legislative Executive Policy-Making John Tierney

PO 379 Seminar: Current Constitutional Issues II David R. Manwaring

PO 409 The Soviet Political System

Donald S. Carlisle

PO 413 The Political Economy of Developing Areas Eliza Willis

PO 422 Crisis Politics: Violence, Revolution and War Donald S. Carlisle

PO 428 State and Society in Latin America

Eliza Willis

PO 439 Leadership in Europe

Marvin Rintala

PO 440 The National Character of Politics

Marvin Rintala

PO 441 Politics and Society in Western Europe Marvin Rintala

PO 452 Seminar: Topics in Latin American Politics Eliza Willis

PO 456 Seminar: Development and Change in the Southern Cone Eliza Willis

PO 462 Seminar: Parties and Party Systems Marvin Rintala

- PO 506 Soviet Foreign Policy**
Donald Carlisle
- PO 509 International Organizations**
The Department
- PO 513 International Politics of South Asia**
Kishore Mandhyan
- PO 601 Introduction to History of Political Philosophy** *Susan Shell*
- PO 604 Problems of Liberal Society**
David Lowenthal
- PO 612 Political Philosophy of Plato**
Christopher J. Bruell
- PO 613 Marx** *Susan Shell*
- PO 616 Modern Political Theory**
Susan Shell
- PO 619 Fundamentals of Classical Political Philosophy** *Christopher J. Bruell*
- PO 621 Topics in Classical Political Philosophy** *Christopher J. Bruell*
- PO 623 Politics and Education**
David Lowenthal
- PO 624 Political Thought of Abraham Lincoln** *David Lowenthal*
- PO 632 The Philosophy of American Democracy** *David Lowenthal*
- PO 634 Contemporary Political Theory**
Susan Shell
- PO 638 Political Idealism** *Susan Shell*
- PO 654 Seminar: The Political Philosophy of Hegel** *Susan Shell*

Program for Women in Politics and Government

PO 371–372 Women in Political and Governmental Careers (F: 6–S: 6)

This is a one-year, part-time, certificate program that combines academic and practical training. It aims to encourage and educate women in the intricacies and realities of the political world and to provide them with skills useful for appointive or elective office or other employment in local, state or national government. The program includes course work and research, and internship in the public sector, and special seminars on topics ranging from communications skills to public management. While not a degree program or part of the Department's regular offerings, and thus not for matriculating undergraduates, the program does grant twelve undergraduate or graduate credits. For information, contact its director, Betty Taymor, or its associate director, Elizabeth Sherman.

Betty Taymor

Psychology

Faculty

Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Professor Randolph Easton, Chairperson of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Professor William Ryan, A.B., Ph.D., Boston University

Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnan Canavan, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Associate Professor Karen Schneider-Rosen, B.A., Brandeis University; Ph.D., Harvard University

Associate Professor M. Jeanne Sholl, B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Associate Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Assistant Professor Gregory F. Ball, B.A., Columbia College; Ph.D., Rutgers University

Assistant Professor Hiram J. Brownell, A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Assistant Professor Gilda A. Morelli, B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

The Psychology Department urges its majors to seek Psychology faculty advisement prior to each University Registration period and Psychology faculty provide expanded office hours for this purpose.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology, taken as soon as possible after entering the major. These courses—Introductory Psychology I (PS 073) and Introductory Psychology II (PS 074)—may be taken in either order.
2. Statistics in their second or third year.
3. One of the various research practica in either their third or fourth year. (See 300 level courses, below.) Each research practicum course satisfies the Departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development

and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference at the end of each semester. Although the practicum courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. Classes will be limited to twenty.

4. At least one elective from the following: Learning Theories (PS 144), Perception (PS 143), Physiological Psychology (PS 150), Cognitive Psychology (PS 147), Evolution of Behavior (PS 270), or Sensory Psychology (PS 140).
5. At least one elective from the following group: Personality Theories (PS 101), Social Psychology (PS 131), Cross-cultural Psychology (PS 145), Developmental Psychology (PS 136), or Abnormal Psychology (PS 139).
6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are *not* to be included among the eight counted toward a major.
7. In addition, Psychology majors must take two departmentally approved courses in mathematics (MT 004–005, MT 014–015, MT 100–101, or any higher-level math courses by permission of the Department) and two courses with laboratories in either Biology (BI 110–112, BI 200–202, BI 130–132), Chemistry (CH 131–132, CH 109–110) or Physics (PH 111, 112, 183, 184; with lab 101, 102).

To majors who wish to focus their Psychology curriculum on one of the following areas, the following concentrations are available:

Psychology/Management

Psychology faculty advisor: Dr. Norman Berkowitz

Psychobiology

Psychology advisors: Drs. Gregory Ball, Peter Gray and Michael Numan

Speech Science

Psychology advisor: Dr. Randolph Easton

A minor in Cognitive Science is also available. See the section on Minors in the College of Arts and Sciences section of this Catalog.

In addition, students have the opportunity to undertake a five-year, joint Psychology/Social Work Master's degree program. Psychology faculty advisor: Dr. Michael Moore.

Senior Thesis

The Department offers majors the opportunity to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. Seniors who are en-

gaged in writing a thesis may enroll in PS 500, "Senior Thesis," in either or both semesters. Students whose theses are judged to be of exceptional merit will have "Senior thesis passed with honors" noted on their University transcripts. The Senior Thesis does not fulfill the majors' research methods practicum requirement, and students who plan to write a thesis are advised to complete their practicum before their senior year.

Interested students may obtain basic informational material from the Psychology main office, McGuinn 300-301.

Psychology Course Numbering

- 000-009 Courses for nonmajors which **DO NOT** satisfy the University Social Science Core requirement and **DO NOT** provide credit toward completion of the Psychology major.
- 010-069 Courses primarily for nonmajors which satisfy the University Social Science Core requirement but **DO NOT** provide credit toward completion of the Psychology major.
- 070-599 Courses primarily for undergraduate Psychology majors. These courses **DO NOT** satisfy the University Social Science Core requirement for nonmajors.
- 600-699 Courses open to advanced undergraduate and graduate students.
- 700 and above Graduate level courses.

Regarding the University Social Science Core Requirement:

Nonmajors may fulfill the University Social Science Core requirement with any Psychology course with a number between 010 and 069. These are the **only** Psychology courses which fulfill the nonmajor Core requirement.

Psychology majors fulfill the University Social Science Core requirement by virtue of their completion of the Psychology major.

Course Offerings

PS 005 Application of Learning Theory* (F, S: 3)

Prerequisite: Consent of Learning to Learn Program

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

Daniel Bunch
Ann Clenott
Kuni Uchida

*This course **DOES NOT** satisfy the University Social Science Core requirement and **DOES NOT** provide credit toward completion of the Psychology major.

Core Courses

These courses satisfy the University Social Science Core requirement for nonmajors. They may also be taken by majors but do not satisfy any of the requirements for the Psychol-

ogy major. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

PS 010 Psychology and Social Issues (F, S: 3)

What contributions have psychologists—as theorists, researchers, and practitioners—made to the advancement of our understanding of real-life problems and phenomena? In considering issues such as social inequality, religious resurgence, family stability, deviance, social conflict, collective violence, etc., can we turn to Psychology for data and analysis that will be helpful in addressing such problems?

Ali Banuazizi
William Ryan

PS 039 Psychological Perspectives on Social Justice (S: 3)

This course will examine the psychological research and theory on justice in relation to perceptions of others and prejudice; the development of a sense of justice; justice in close relationships; aggression and violence; altruism; social persuasion; justice in the environment; justice in the criminal system; justice and the psychological bases for peace. Can be taken as a Pulse course with field work or as an ordinary classroom course.

Margaret Gorman

PS 040 The Social Psychology of Religion (F: 3)

This course will consist of three approaches to the social psychological study of religious experience: 1) cognitive; 2) existential/phenomenological; and 3) social. Each unit will begin with a discussion of a major theoretical construct and some of the issues upon which the tradition is founded. Following this, a survey of some of the important research in each tradition will be undertaken. Emphasis will be placed on critical examination of each approach, with an eye toward seeing possible ways of studying religious phenomena within the social and psychological perspective.

Timothy Shortell

PS 044 Psychology of Art and Creativity (S: 3)

This course examines the psychological processes involved in both the creation of art and in our response to art. We will investigate how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

PS 048 Psychology and Law (F, S: 3)

The relationship between the scientific study of behavior and the institution which formally organizes and controls human social relations is examined from three perspectives: psychological research on legal process, contributions of psychological knowledge to understanding social problems with which the law deals, and legal regulation of the science and profession of psychology. Included is a consideration of the similarities and differences between the assumptions, functions, and methods of these two enterprises. Examples of specific topics include: jury decision-making, behavior of lawyers, judicial decision-making; evidence; legislative and executive behavior; violence,

aggression and criminality; social change of and by the law; mental health law.

Stephen L. Jones

PS 050 Idea of Insanity (F, S: 3)

Ideas about insanity change dramatically over time and space—what causes it, what it is like, what to do about it. This course examines some of those ideas from different perspectives, with side trips into such issues as the philosophical problem of mind and body, the sociology of deviance, and such controversies as those surrounding the insanity defense and involuntary confinement.

Prospective members of the course should understand that this is *not* a watered-down Abnormal Psychology course; no discussion of psychiatric diagnoses, no talk about psychotherapy, no juicy case histories. The course is about ideas, not about insanity.

William Ryan

PS 055 Fundamentals of Humanistic Psychology (F: 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

Margaret Gorman

PS 062 The Psychobiology of Mental Disorders (F, S: 3)

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. A relaxation method is practiced in class.

Joseph J. Tecce

Majors' Courses

The following courses may be taken by both majors and nonmajors who have fulfilled the appropriate prerequisite, however they do not satisfy the University Social Science Core requirements for non-majors.

Note: Courses are listed within general categories, (General, Biopsychology, Cognitive Processes, Developmental Psychology, Personality and Clinical Psychology, Social Psychology, and Tutorials), and appear numerically within each category.

General

PS 073 Introductory Psychology I (F, S: 3)*

This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: scientific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior, motivation and emotion. Students are required to fulfill a research participation requirement. **This course does not satisfy the University Social Science Core requirement for nonmajors.**

Gregory Ball
Anthony Liguori
Michael Numan

PS 074 Introductory Psychology II (F, S: 3)*

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. Students are required to fulfill a research participation requirement. **This**

course does not satisfy the University Social Science Core requirement for nonmajors.

*Donnah Canavan
Peter Gray
Gilda A. Morelli*

*The introductory courses (PS 073 and PS 074) may be taken in either order.

PS 190 Statistics (F, S: 3)

This course will present an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of parameters, hypothesis-testing, t-scores, chi-square, analysis of variance, and simple correlation and regression. (The section of this course offered by Dr. Norman Berkowitz will meet for four class hours per week and provide 4 credits.) Students are required to fulfill a research participation requirement.

For majors only.

*Norman Berkowitz
Hiram Brownell
Philip Mitchell
Jeanne Sholl*

PS 500 Senior Thesis (F, S: 3)

Prerequisite: Consent of the Department
For majors who are writing senior theses. May be repeated.

The Department

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate statistics course
This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 608 Multivariate Methods and Statistics (S: 3)

Prerequisites: PS 606 or consent of instructor
This course will provide a conceptual basis for multivariate statistics and, in addition, considerable discussion of their application in research settings. The emphasis of the course will be on multiple correlation and regression. Other topics will include the relation between analysis of variance and multiple regression, analysis of covariance, principal components analysis and factor analysis, and multidimensional scaling. Results of analyses using available statistical packages will be discussed.

Hiram Brownell

PS 621 History and Theories of Psychology (F: 3)

Survey of the philosophical roots and development of psychological thought from the Greco-Roman and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology. Undergraduates who desire to take this course

must first obtain the permission of the instructor.

Ali Banuazizi

Biopsychology

PS 140 Sensory Psychology

Prerequisite: PS 073

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

Not offered 1990–91

Randolph Easton

PS 150 Physiological Psychology (F: 3)

Prerequisite: PS 073 or BI 110–112 or BI 200–202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the anatomy and physiology of (a) motor processes, (b) psychopharmacology, (c) pain, (d) thirst, (e) reproduction, and (f) learning and memory will be discussed. The course emphasizes basic rather than complex behavioral processes because this is where our understanding of the brain mechanisms involved is most advanced. Sensory processes are not covered in this course because an advanced treatment of this is offered in PS 140, Sensory Psychology.

Michael Numan

PS 262 Psychophysiology of Stress (S: 3)

Psychological and physiological processes associated with stress and discussed from the viewpoints of theory, research findings and clinical application. Students are instructed in relaxation techniques. This course will be taught in a seminar format. Maximum enrollment: 20.

Joseph J. Tecce

PS 270 Evolution of Behavior (S: 3)

Prerequisite: PS 073 or a college course in biology

This course concerns the biological basis of behavior from an evolutionary perspective. It concentrates on the study of behavior in non-human vertebrates, with some discussion of invertebrates and humans. Although the course will focus on the study of behavior as a biological adaptation, it also includes a brief consideration of the mechanistic control of behavior and the psychobiology of behavioral development from an evolutionary perspective. The course begins with a review of the fundamentals of evolutionary theory, behavior genetics, and the concept of animal species. Subsequent topics that are discussed include foraging, territorial, and anti-predator behavior, reproductive interactions including parental care, communication behavior, mating systems, and animal sociality. The course ends with a consideration of the use of the evolutionary perspective for an understanding of human behavioral variations.

Gregory Ball

PS 650 Advanced Physiological Psychology (S: 3)

Prerequisite: PS 150 or consent of instructor

This course will present an advanced treatment of the physiological basis of sensory and motor processes, motivation and emotion, learning and memory.

Michael Numan

PS 662 Health Psychology (F: 3)

Discussions involve the role of psychological factors in the development and prevention of

health problems, such as anorexia, bulimia, drug dependency, and other stress-related disorders. A relaxation method is practiced in class.

Joseph J. Tecce

PS 671 Psychobiology of Reproduction (F: 3)

Prerequisites: Physiological psychology or any endocrinology course, or the permission of the instructor; undergraduates are especially encouraged to register.

This course will consider the neuroendocrine mechanisms underlying reproductive behavior in vertebrate species, including humans. The behaviors considered will consist of mating behaviors, such as courtship and copulatory behavior, and parental behavior. Topics will include the regulation of the major hormone systems involved in reproduction such as the sex steroid hormones, how these hormones act in the brain to activate behavior, the process of sexual differentiation, and the development and function of neural sex differences that may underlie sexually dimorphic behavior. These mechanisms will be considered in their evolutionary context so consideration will also be given to the evolutionary origins of sexual reproduction and the evolution of different mating systems. Examples will be taken from all the major classes of vertebrates with most time devoted to mammals and birds. The course will also include a discussion of hormones and human sexuality both in normally functioning individuals and in individuals with psychoneuroendocrine anomalies.

Gregory F. Ball

Cognitive Processes

PS 143 Perception (F, S: 3)

Prerequisite: PS 073; *Recommended:* PS 140

The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference vs. Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will emphasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

*Randolph D. Easton
Tina Nolin*

PS 144 Learning Theories (F: 3)

Prerequisite: PS 073

Analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Peter Gray

PS 147 Cognitive Psychology (F, S: 3)

Prerequisite: PS 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

*Michael Moore
Jeanne Sholl*

PS 183 The Future of Consciousness (F: 3)*Prerequisite:* PS 074

An examination of the nature of consciousness from both eastern and western traditions. Selected topics include: the evolution of consciousness, body consciousness, meditation, telepathy, psychokinesis, clairvoyance, survival phenomena, magic, and ways of psychospiritual growth.

*Daniel Baer***PS 184 Techniques of Behavior Control (S: 3)***Prerequisite:* PS 074

An applied oriented course with emphasis on psychological principles that significantly influence behavior. Topics include: conditioning and habit control, brainwashing, religious conversion, cults, hypnosis, healing and biofeedback.

*Daniel Baer***PS 187 Brain Damage and the Mind (F: 3)***Prerequisite:* PS 073

This course in cognitive neuropsychology will explore how the effects of brain injury can be used to study a range of topics in language, cognition, and emotion. Often, injuries to different regions of the human brain are associated with selective deficits. For example, certain kinds of brain injury can disrupt a person's ability to produce and understand complete sentences, while leaving the ability to use single words relatively intact. This sort of restricted impairment highlights the different component abilities that together make up human language ability. Thus, selective deficits can be used to evaluate theories of both normal and disrupted cognition. Specific topics to be covered in this course include word, sentence, and discourse processing, speech, prosody, music, humor, memory, mental imagery, and affect.

*Hiram Brownell***PS 263 Topics in the Psychology of Consciousness (S: 3)***Prerequisite:* PS 183

Ad advanced-level study of states of consciousness. Topics include: the mind-body problem, theories of consciousness, the highest states of consciousness, myths, the physics of consciousness, alternate realities and the nature of personal reality.

*Daniel Baer***PS 311 Research Methods Practicum: Cognitive Processes (S: 3)***Prerequisite:* PS 143 or PS 147

In this course students will acquire "hands-on" experience in conducting research designed to answer questions such as the following: What cognitive factors differentiate people who have a poor sense-of-direction from people who have a good sense-of-direction? How do people mentally organize their spatial knowledge of the local environment? Why are men generally better at visual-spatial tasks than women? How can memory ability be enhanced? In the course of conducting research, students will learn the principles of good experimental design.

*For majors only.**Jeanne Sholl***PS 643 Seminar in Perception (S: 3)***Prerequisite:* Consent of instructor

This course will compare two major theories of perception—Helmholtzian unconscious inference versus Gibsonian direct pick-up. The role of perceptual constancy, ambiguity and illusion for each theory will be explored. In addition, the consequences of each theory for an understanding of mental imagery (spatial thought,

memory and dreams) will be considered. Finally, the consequences of each theory for general models of psychological process will be discussed.

*Randolph D. Easton***Developmental Psychology****PS 136 Developmental Psychology (F: 3)***Prerequisite:* PS 073 or PS 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

*Michael Moore***PS 234 Advanced Developmental Psychology (S: 3)***Prerequisite:* Consent of the professor

Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

*Michael Moore***PS 251 The Development of Language in the Child (S: 3)***Prerequisite:* PS 073

This course examines the processes by which children acquire a first language. The course will focus on normal language development, but will also consider language disorders in childhood and possible language capacities in nonhuman primates.

*Ellen Winner***PS 305 Research Methods Practicum: Developmental/Cognitive (F: 3)***Prerequisite:* PS 136 or PS 147

Designed to help students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects.

*For majors only.**Michael Moore***PS 313 Research Methods Practicum: Language and the Arts (F: 3)***Prerequisite:* PS 136 or 147 or 251 or 258 or consent of the instructor

Research will be conducted in two areas: language understanding and sensitivity to the arts (the visual arts, music, and literature). Research projects can be carried out with children and/or with adults. Research topics may include: Can listeners detect when a melody shifts from major to minor? Do children detect unbalanced paintings as unbalanced? Can children (or adults) perceive moods expressed in paintings? What kinds of cues do we use to detect sarcasm and distinguish it from a lie? Primary emphasis will be on the experimental method.

*For majors only.**Ellen Winner***PS 315 Research Methods Practicum: Developmental/Social and Emotional (S: 3)***Prerequisite:* PS 136 and a computer course with statistics component

The objectives of the course are twofold. First, to provide students with the opportunity to become knowledgeable in the principles guiding research in psychology, especially developmental psychology, through active involvement in designing and conducting research. Second,

for students to use their knowledge of research methodology to examine questions related to understanding the role of contextual/cultural factors in guiding social interaction and development. Areas of research can include the study of 1) parental practices, attitudes and beliefs; 2) peer and sibling relationships; 3) factors shaping gender-role development; and 4) cultural lessons learned by children by participating in everyday routines. Topics may vary depending on the availability of children. Research will be conducted using primarily observational techniques (naturalistic observations, questionnaires) and structured interviews.

*For majors only.**Gilda A. Morelli***PS 645 Cultural Context of Child Development (S: 3)***Prerequisite:* PS 136

The course will examine in detail issues related to how children appropriate cultural knowledge about themselves, including knowledge about ways of thinking, feeling and behaving. The perspective guiding the selection of reading materials is that knowledge emerges from activity with the social and physical environment, and particularly with competent others who guide children's understanding of the community in which they live, and who provide children with the opportunity to learn skills. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, sociolinguistics, everyday cognition, and education and the transmission of knowledge. PS 145 is strongly recommended.

*Gilda A. Morelli***PS 651 Issues in Cognitive Development (F: 3)***Prerequisite:* Consent of the instructor

In this seminar we will consider the major theories of cognitive development. We will explore current work in the area of cognitive development. Topics to be considered include: concept formation, word learning, the child's theories of mind, and symbolic development.

*Ellen Winner***Personality and Clinical Psychology****PS 101 Personality Theories (S: 3)***Prerequisite:* PS 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

*Donnah Canavan***PS 139 Abnormal Psychology (F, S: 3)***Prerequisites:* PS 073 or PS 074

Beginning with divergent contemporary views of the meaning of abnormal in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

*Ramsay Liem**Jennifer Stone***PS 209 Clinical Psychology (S: 3)***Prerequisite:* PS 139

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical

applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

The Department

PS 265 Psychological Assessment (S: 3)

Prerequisite: PS 074; *Recommended:* PS 101

The course will emphasize issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional devices, including a variety of structured ("objective") and unstructured ("projective") techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

Jay P. Ginsberg

PS 281 Sports Psychology (S: 3)

Prerequisites: Any Psychology course or consent of instructor

The course will include 1) the assessment of individual and team psychological factors that interfere with peak performance, 2) various approaches to enhance athletic performance, 3) the effects of family and peer pressure, 4) coping with poor performance and injury, 5) anecdotal and experimental evidence, 6) guest speakers such as athletes and coaches.

Harvey Dulberg

PS 303 Research Methods Practicum: Personality Theories (F: 3)

Prerequisite: PS 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research.

For majors only.

Donnah Canavan

Social Psychology

PS 125 (EN 125) (SC 225) Introduction to Feminism (F, S: 3)

A course taught by student teams under faculty direction to acquaint students with a large range of academic and life experience topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.

Lorraine Liscio

PS 131 Social Psychology (F, S: 3)

Prerequisites: PS 074

A review of the research literature on how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

*Norman Berkowitz
Marianne LaFrance*

PS 145 Cross-cultural Psychology (S: 3)

Prerequisite: PS 074

A comparative analysis of psychological processes, personality development and social relations across different cultures. Emphasis is placed on both theoretical and methodological problems in cross-cultural research. Topics include: perception, cognition, motivation, socialization, psychopathology, sex roles, social norms, and collective and intergroup behavior.

Ali Banuazizi

PS 180 Industrial Psychology: Human Factors in Industrial Design

Prerequisite: PS 074

This course will provide students with an overview of human factors principles in industrial design. Topics covered include anthropometry, psychophysics, human information processing, and performance measurement as they relate to design. The process of design, from needs analysis to concept formulation, will be illustrated through field assignments and group projects.

Not offered 1990-91

The Department

PS 210 Interpersonal Relations (S: 3)

Prerequisite: PS 074 and permission of instructor

The goal of this course is to provide understanding of interpersonal and group processes through examination of the students' own experiences in a laboratory group which meets weekly throughout the semester. In addition, each student will join a committee which will make three reports on aspects of group structure and process as these are evidenced in the laboratory group. The reports will combine theory, observations, the presenters' own laboratory group experiences, and any additional data they choose to collect. Topics may include problems in group formation, group goals, status and influence, leadership, sociometric structure, norms, conflict, subgroups, communication, feedback and attributional perspectives, etc. Grades will be based on these reports and participation in the discussions of related material.

Students will be required to read an extended description of the course and agree to its goals, methodology, and schedule before permission will be granted to enroll. Students will not ordinarily be admitted during the Drop/Add period.

Norman Berkowitz

PS 225 Psychology of Women (F: 3)

Prerequisites: PS 074 or SC 001 or EN 125

Course is concerned with examining psychology's past and current approach to understanding the behavior of girls and women. Topics include the development of sex-role identity, sex differences in cognitive, emotional, and social functioning, as well as exploration of various life experiences unique to women. Throughout, particular attention will be directed toward the impact of stereotyping and sexism.

Marianne LaFrance

PS 256 Theory and Application in Group Dynamics (F: 3)

Prerequisite: PS 074 or consent of instructor

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implica-

tions for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership.

Norman Berkowitz

PS 267 Adult Life Cycle: Psychosocial Changes From 18 to 88 (F: 3)

Prerequisite: PS 073 and PS 074

This course reviews the changes in life situation, in role patterns, in stresses, and in psychological functioning that are characteristic for the different developmental phases among men and women in the contemporary United States. Particular attention will be devoted to the stability and persistence of behavior and attitude across different phases of the life cycle and the sequences of work and career, marriage and parenthood, child-rearing and community experiences, and friendship and leisure opportunities in modifying behavior over time.

Marc A. Fried

PS 279 Advanced Psychopathology: Sociocultural Perspectives (S: 3)

Prerequisite: PS 139 or consent of instructor

This course explores important social and cultural perspectives on the definition, cause, and treatment of psychological impairment. Approaches emphasizing both the more immediate, micro contexts of psychological disorder such as the family and those concerned with broader socioeconomic conditions (e.g., social class or the state of the economy) will be addressed. An effort will be made to compare not only the level of social process emphasized in each of these perspectives but also differences in the basic dynamics they focus upon, e.g., stress, attributions and labeling, institutional dynamics. Special topics such as the mental health of women and minorities, cross-cultural perspectives on mental illness, and human rights and mental health will be covered, based on the interest of students.

Ramsay Liem

PS 306 Research Methods Practicum: Social Psychology (S: 3)

Prerequisite: PS 131 or PS 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental method although other methods such as naturalistic observation and field studies will be described.

For majors only.

Marianne LaFrance

PS 309 Research Methods Practicum: Family Dynamics (F: 3)

Prerequisites: PS 131, PS 101 or PS 246

Research on issues pertaining to the interrelations between individual and family dynamics.

For majors only.

Murray Horwitz

PS 310 Research Methods Practicum: Group Dynamics (S: 3)

Prerequisites: PS 131 or PS 256

This course is devoted to familiarizing students with all phases of the research process from

formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem. Grades will be based on a final research report submitted by each student. Performance in conducting the research and students' contribution to all other phases of the process will also be considered.

For majors only.

Norman Berkowitz

PS 316 Research Methods Practicum: Social Roles (F: 3)

Prerequisites: PS 190 and PS 101, or PS 131, PS 225, or PS 246

Students design and carry out a research project as a team, exploring some aspect of social roles, for example, roles of men and women or parents and children.

Allison Morrill

PS 600 (SC 378) (SW 600) Introduction to Social Work (F, S: 3)

This course, offered by the Department of Sociology and the Graduate School of Social Work, is a broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.

Regina O'Grady-LeShane

PS 612 Social Cognition (S: 3)

Prerequisite: Consent of instructor

This course will focus on recent advances in the area of social cognition with special consideration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping.

Marianne LaFrance

PS 646 (ED 541) Seminar: Social Psychology of the Family (F: 3)

Prerequisite: Consent of instructor

This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling and training.

Murray Horwitz

PS 721 (SW 721) Human Behavior and the Social Environment (F: 3)

This Graduate School of Social Work course does not satisfy the University Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor, only.

A foundation course in which the unifying theme is the concept of self as a complex of bio-psycho-social forces which become synthesized through the integrative functions of the human ego. The person is viewed as a social

being who is interacting with an inter-personal and institutional environment which not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extra-familial systems which may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized method of learning in which students may move at their own pace in mastering required content.

Frederick L. Ahearn

Pei N. Chen

Kathleen A. O'Donoghue

Elaine Pinderhughes

Two Summer Human Interaction Institutes:

PS 824 Resolving Conflict: Interpersonal and Intergroup

Graduate Prerequisite: None

Advanced Undergraduate Prerequisite: Permission of the instructor

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two consecutive weekends, May 18–20 and June 1–3. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Norman Berkowitz

Murray Horwitz

PS 825 The Social Self: Group Influences on Personal Identity

Graduate Prerequisite: None

Advanced Undergraduate Prerequisite: Permission of the instructor

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two consecutive weekends, June 8–10 and June 15–17. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Donnah Canavan

Murray Horwitz

Tutorials

PS 292 Seminar in College Teaching/Fall (F: 3)

Prerequisite: Consent of instructor

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding

psychology professors in planning demonstrations and grading examinations.

By arrangement

The Department

PS 293 Seminar in College Teaching/Spring (S: 3)

Prerequisite: Consent of instructor

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

By arrangement

The Department

PS 297 Undergraduate Independent Study/Fall (F: 3)

Prerequisite: Consent of instructor

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the Department.

By arrangement

The Department

PS 298 Undergraduate Independent Study/Spring (S: 3)

Prerequisite: Consent of instructor

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the Department.

By arrangement

The Department

PS 297.20 Independent Study/Internship/Fall

PS 298.20 Independent Study/Internship/Spring (F, S: 3)

This three-credit course will be a combination of internship and independent study. In some cases the students will be allowed to extend it for another semester (3 credits). Each student will be assigned for an internship in one of the clinical, educational, industrial, or administrative establishments, depending on his/her interests, for one or two sessions a week, arranged in an initial interview with the professor and the institution of field placement. Every student will meet with his/her professor once every three weeks, and all the students enrolled in the course will meet together once every month for a class discussion. At the end of the semester each student will be required to write a report/essay, eight to twelve typed pages, on the character of the internship undertaken (organization, type of work, population) and evaluation of personal experience.

Boleslaw Wysocki

Romance Languages and Literatures

Faculty

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Rebecca M. Valette, A.B., Mount Holyoke College; Ph.D., University of Colorado

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Matilda T. Bruckner, A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Associate Professor Rena A. Lamparska, LLM, University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Associate Professor Betty Rahv, A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Elizabeth Rhodes, B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Associate Professor Harry L. Rosser, Chairperson of the Department B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Visiting Associate Professor Angelina Costa, Licenciatura en Filosofia y Letras, Universidad Complutense de Madrid; Memoria de Licenciatura, Universidad Complutense de Madrid; Doctora en Filosofia y Letras, Universidad de Cordoba

Adjunct Associate Professor Jeff Flagg, B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Adjunct Assistant Professor Mary Ellen Kiddle, B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California; Ph.D., Brown University

Adjunct Assistant Professor Marian St. Onge, B.A., University of Colorado; M.A., Ph.D., Boston College

Assistant Professor Laurie Shepard, B.A., Wesleyan University; M.A., Ph.D., Boston College

Instructor Stephen C. Bold, B.A., University of Richmond; M.A., Ph.D. (cand.), New York University

Instructor Ourida Mostefai, Licence de Lettres, Sorbonne; M.A., Ph.D.(cand.), New York University

Program Description

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in the discipline may concentrate in any of the above languages, literatures, and cultures. Students must have the courses taken for their major approved by their advisors in the Department. Thirty credits must be completed by majors within the following curriculum of courses:

1. Advanced Composition and Introduction to Literary Analysis (6)
2. Survey of Literature (6)
3. Four advanced courses in literature/culture of the major field (French, Spanish, Italian) beyond Survey (400 level and up) (12)
4. Two electives to be chosen from the following:
 - a) Phonetics
 - b) Additional advanced courses (400 level and up)
 - c) Immersion courses
 - d) Departmental courses in conversation
 - e) Departmental courses in culture

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses are primarily directed to undergraduates, but may also be taken for graduate credit; 700 and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

General Information

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Assistant Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Honors Program

Qualified students wishing to enter The Honors Program should secure the Department's permission to do so at the end of the sophomore year and no later than the end of the first semester of the junior year. In addition to the usual requirements for a major, honors students will take a three-credit seminar in the spring semester of their junior year or the fall semester of their senior year (Honors Seminar). Qualified students who plan to take Junior Year Abroad may enroll in The Junior Seminar in the second semester of their sophomore year, with departmental approval. In addition, during the senior year, the honors student takes three credits during one semester in independent study leading to an honors thesis. This is done under the guidance of a Departmental advisor. The thesis should be submitted no later than April 1.

The Immersion Program in Foreign Languages

Qualified students may choose from a series of required or elective courses conducted entirely in the French language or the Spanish language. The Departments of History, Philosophy, Fine Arts, Economics, and Social Work offer in the foreign language courses taught by native or bilingual speakers. Coordinating courses in the Department of Romance Languages are offered.

For course descriptions of Romance Language offerings, see course listing below. For other sources, check under the department in question.

French

HS 087-088 History of Europe 1500-1789 (Fall)

RL 320 Le Français des Affaires (Spring)

TH 210 Foi en Dieu (Fall)

RL 341 Immersion French (Fall)

Spanish

RL 343 Immersion Spanish (Fall)

Minor in Italian Studies

The Minor in Italian Studies, an interdisciplinary program created by the Department of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role which the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present; a broad range of studies on the developments in painting, sculpture and architecture from Early Medieval times to the present, Italian Film, and a study of the great works of Italian literature.

Refer to the "Minors" section under the College of Arts and Sciences section at the beginning of this Catalog for course requirements of the Italian Studies minor.

Course Offerings

Offerings in French, 1990-91

RL 009-010 Elementary French (F: 3-S: 3)
An introduction to the study of French. This course begins with development of fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.
The Department

RL 051-052 Intermediate French (F: 3-S: 3)
Prerequisite: RL 009-010 or its equivalent.
The prime objective of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and required laboratory work.
The Department

RL 101-102 Composition, Conversation and Reading in French (F: 3-S: 3)
Prerequisite: three to four years of solid high school preparation or two years of college preparation.
This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further proficiency in comprehension, conversation and composition.
The Department

RL 203-204 Conversational Approach to French through Current Events (F: 3-S: 3)
This course is designed to develop students' oral proficiency and skills through discussion of current issues and events at home and abroad, with special emphasis on Quebec. Permission of the instructor required.
The Department

RL 207–208 Approach to Advanced French Conversation through French and North African Culture (F: 3–S: 3)

This course is designed to improve oral proficiency skills through discussion of cultural, political and social developments in France and North Africa, through analysis of the works of contemporary French writers. *Nelly Rosenberg*

RL 253–254 French Competency Workshop I and II: Cultural Confrontation Les Français et l'Amerique (F: 3–S: 3)

The workshop is designed to enable students to make the transition between intermediate and advanced level courses and to investigate the issue of cultural confrontation. *Jeff Flagg*

RL 296–297 French Greycliff (F: 0–S: 3)

Students residing in the French House will meet weekly for directed discussion in French under the guidance of a faculty member.

A requisite for residency in Greycliff, attendance required. *The Department*

RL 303 French Phonetics and Oral Expression (F: 3)

A practical introduction to phonetics and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. *Betty T. Rahr*

RL 305–306 Advanced French Composition and Introduction to Literary Analysis (F: 3–S: 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French. *Stephen Bold*
The Department

RL 307–308 Survey of French Literature (F: 3–S: 3)

Prerequisite: four years of solid high school preparation or RL 305–306.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French. *Norman Araujo*
Ourida Mostefai

RL 319 La France Contemporaine: de 68 aux Années 90 (F: 3)

An introduction to the changing aspects of contemporary French culture and society through the study of works of fiction, articles from the press, tapes of authentic speech, films and elements of popular culture. This course will emphasize the development of aural/oral and writing skills. *Marian St. Onge*

RL 320 Le Français des Affaires (S: 3)

The aim of this course is to provide students with a basic knowledge of French business terminology and practices as well as an overview of French economic and social structures. Students who choose to do so may take the Paris Chamber of Commerce examination for the

"Certificat Pratique de Français Commercial." Permission of the instructor is required.

Marian St. Onge

RL 322 Le Français des Affaires II: Research in French Business (F: 3)

The prerequisite for this course is an approved six-week (minimum) internship in France. The research project will focus on some aspect of business practice in France (marketing, finance, human relations, or communications) in a live environment (the place of employment). Students are required to compile a daily log book during their internship placement. *Marian St. Onge*

RL 341 Immersion French (F: 3)

This course will give students with a solid background in French the opportunity to improve their knowledge of French language, literature, and culture. Emphasis will be placed on written and oral skills. The course will present an advanced grammar review, discussion of issues in contemporary French culture, and exercises in written composition. This course may be taken as an elective or as a preparation for the other offerings in the Immersion Program in French. Class will be conducted in French. *Ourida Mostefai*

RL 374–375 Literature and Opera (F: 3–S: 3)

A study of masterpieces from English, French, Italian and Spanish literature as a source and inspiration of opera and symphonic poems. The course will show the interrelation of literature and musical composition. *Joseph Figurito*

RL 426 The Smiling Philosophers: Rabelais and Montaigne (F: 3)

The great humanistic surge of the 16th century in France from its inception in the comic genius of Rabelais to its culmination in the philosophical smile of Montaigne. *Betty T. Rahr*

RL 435 The "Agon" and the Ecstasy: Tragic Heroes of 17th-Century Theater (F: 3)

Patterns of struggle, triumph, and failure in love and money, spiritual authenticity and political power as depicted in the tragical genre. Attention will be given to the heroes of Rotrou, Corneille, and Racine but also to the exemplary struggles of these tragedians themselves. *Stephen Bold*

RL 444 Diderot: philosophe, romancier et critique (S: 3)

Diderot's many activities as editor of the *Encyclopédie*, author of scientific texts, novelist, pamphleteer, playwright, and art critic demonstrate the breadth of knowledge and variety of interests characteristic of the man of letters in the eighteenth century. This course will focus on three major aspects of Diderot's multifaceted work: his work on the *Encyclopédie*, his fiction, and his art and drama criticism. Major modern interpretations of Diderot will also be evaluated. Class will be conducted in French. *Ourida Mostefai*

RL 446 L'ascension sociale dans le roman français du 18ème siècle (F: 3)

The question of social mobility was a popular theme among French novelists of the 18th century. This course will examine some major works that take up this theme, focusing in particular on the ways in which questions of social origin, class, and education are treated. Works by Lesae, Marivaux, Crébillon fils, Diderot,

Prévost, and Restif de la Bretonne will be read. Class will be conducted in French. *Ourida Mostefai*

RL 452 Realism in French Literature (S: 3)

A study of this current in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. *Norman Araujo*

RL 457 Passion Staged and Upstaged: The Nineteenth-Century French Theater (F: 3)

A study of Romanticism, Realism, and Naturalism in the French drama of the nineteenth century. *Norman Araujo*

RL 460 Du cri du sang au songe qui se dévide: poésie au XXe siècle (S: 3)

Readings (mostly from excerpts) will show the multiple faces of 20th-century French poetry. Apollinaire, Valéry, Aragon, Eluard, Supervielle, Saint-John Perse, Prévert, Bosquet, Andrée Chérid. *Monique Fol*

RL 472 Les Transformations de la Société et du Roman au XX Siècle (F: 3)

This is a special course designed for undergraduates. No graduate students will be admitted.

Marked by the changes in the social, political and mental structures of France, the novel transformed itself during the course of the 20th century. From universal, humanistic and moralistic, it became a vehicle for revealing the traumas of its time. In the fifties the "new novel" rejected romanesque tradition as the surrealists had attempted to do and the reader was to be a partner in the creation. Nowadays, the novel has become, above all, the privileged expression of writers who are demanding the right to be heard (women, marginals, regionals, authors "d'expression française"). Hence, the autobiographical or anti-autobiographical novel is more and more evident today. Authors to be studied: Alain-Fournier, Gide, Malraux, Sartre, Sarraute, Robbe-Grillet, Yourcenar, Duras, Modiano, Wittig. *Monique Fol*

RL 705 History of the French Language (S: 3)

The course will trace the transformation of Late Latin into Old French. Texts attesting to the intermediary stages of the process will be studied as an introduction to the fundamental linguistic texts of Ancien Français: the *Serments de Strasbourg*, the *Sequence de Sainte Eulalie* and the *Vie de Saint Alexis*. The course will focus on the phonological, morphological, syntactic, and lexical features of Old French, and the characteristics of its major literary dialects. Other significant issues include the identification of linguistic traits that differentiate literary language from documentary language, and the social, cultural and economic conditions that led to the codification and preservation of texts in the vernacular language. The course will be organized as a seminar and conducted in French. *Laurie Shepard*

RL 733 Comedy and Satire in the Classical Age (S: 3)

A study of comic genres in a decidedly unfriivolous age. Authors considered will include Regnier, Scarron, Furetière, La Fontaine, Corneille, Boileau, and especially Molière. *Stephen Bold*

RL 764 Of Colonization Born (F: 3)

Study of the great influx of literature in the French language that emanated from formerly colonized countries is followed by an analysis

of the socio-historical and psychological impact of French colonization and the effects of decolonization. Authors to be read: Césaire, Senghor, Beti, Adiaffi, Mariama Bâ (excerpts); Khatibi, Ferraoun, Kateb Yacine, Driss Chraïbi, Ousmane, Kourouma. *Monique Fol*

Projected French Offerings, 1991–92

RL 349 Narrative Strategies & Translation Techniques (S: 3) *Ourida Mostefai*

RL 411–412 Masterpieces of Medieval French Literature (F: 3–S: 3) *Matilda T. Bruckner*

RL 423 Poet's Lyre (F: 3) *Betty T. Rahv*

RL 437 The Politics of Passion: 17th-Century Moralists Writers (F: 3) *Stephen Bold*

RL 438 Women in and of 17th-Century French Literature (S: 3) *Stephen Bold*

RL 441 Theory and Fiction in the Age of Enlightenment (F: 3) *Ourida Mostefai*

RL 450 Rousseau (S: 3) *Ourida Mostefai*

RL 459 Orpheus as Satyr and Swan in Nineteenth-Century French Poetry (F: 3) *Norman Araujo*

RL 464 Les Témoins du Moment (F: 3) *Monique Fol*

RL 468 20th-Century French Theater (S: 3) *Betty T. Rahv*

RL 481 "Je me souviens." Le Québec et le Roman québécois (F: 3) *Monique Fol*

RL 703 Toward a Teaching Career (S: 3) *Monique Fol*

RL 780 Colloquium (S: 3) *Matilda T. Bruckner*

Projected French Offerings, 1992–93

RL 426 Smiling Philosophers (F: 3) *Betty T. Rahv*

RL 431 Masterpieces of 17th-Century French Classical Literature (F: 3) *Stephen Bold*

RL 443 18th-Century French Theater (S: 3) *Ourida Mostefai*

RL 445 The Art of Disavowal: Novel Writing in the 18th Century (F: 3) *Ourida Mostefai*

RL 458 "Contes et Nouvelles" in the Nineteenth Century (S: 3) *Norman Araujo*

RL 472 Les Transformations de la Société et du Roman au XXe siècle (F: 3) *Monique Fol*

RL 464 Les Témoins du Moment (S: 3) *Monique Fol*

RL 711 Nobles & Beasts, Saints & Tricksters (F: 3) *Matilda T. Bruckner*

RL 734 Aspiration and Inspiration: Poetic Ideals in the 17th Century (S: 3) *Stephen Bold*

RL 752 Mirror or Mirage in the Realist Novel (F: 3) *Norman Araujo*

RL 764 Of Colonization Born (S: 3) *Monique Fol*

RL 771 Histoires d'Amour, Histoires de Hain, Histoires de Mère (F: 3) *Monique Fol*

Offerings in Italian, 1990–91

RL 003–004 Elementary Italian (F: 3–S: 3)
An introduction to the study of Italian. This course begins with development of fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work. *The Department*

RL 053–054 Intermediate Italian (F: 3–S: 3)
Prerequisite: RL 003–004 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and required laboratory work. *The Department*

RL 103–104 Composition, Conversation and Reading in Italian (F: 3–S: 3)
Prerequisite: three to four years of solid high school preparation or two years of college preparation. This course is structured according to students' individual needs in order to improve their proficiency in Italian. Selected contemporary masterpieces will be used to develop further skill in conversation, reading and writing. *The Department*

RL 294 (FA 296) (HS 249) Italy: History, Art, Literature (S: 3)
The art, literature and history of Italy. This is an interdisciplinary course taught by the Romance Languages and Literatures, History and Fine Arts Departments. *The Department*

RL 310 Highlights of Italian Literature (F: 3)
This course consists of a thematic study of the most famous pages of Italian literature through the centuries. Selected short stories, poetry and theater on love and death, war and peace, crime and sacrifice, will be read and discussed from various points of view, including the social, the ethical, and the artistic. Conducted in Italian. *Rena Lamparska*

RL 311 Italian Literature and Film: The Highlights (S: 3)
Introduction to the political, social, and cultural reality of Italy from the post-war years to the 1970s, via representative films and literary works. Study of authors such as Calvino, Pavese, Moravia, Bassani and P. Levi. Analysis of films by Rossellini, DeSica, Fellini, Visconti, Antonioni, Pasolini and P. and V. Taviani. *Mei Mei Ellerman*

RL 315–316 Advanced Italian Composition and Introduction to Literary Analysis (F: 3–S: 3)
The purpose of this course is to strengthen students' writing skills through frequent written assignments and to develop critical appreciation of Italian literature through analysis of literary passages and of two major works. The content of the course focuses on the following: mastery of grammar through intensive review; development of writing skills through exercises, compositions and papers; understanding of literature through analysis of selected works; and appreciation of Italian life through discussion of contemporary writings. This is a required course for majors. *The Department*

RL 317–318 Survey of Italian Literature (F: 3–S: 3)
Prerequisite: four years of solid high school preparation or RL103–104. An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian. *Rena Lamparska*
Laurie Shepard

RL 521–522 Masterpieces of the Italian Renaissance I & II (F: 3–S: 3)
The two-semester seminar will cover all of the major literary genres of the Italian Renaissance including the treatises of the Humanists, the short story, the theater of the Renaissance, the lyric poetry of Lorenzo de' Medici, Politian, Petrarch's imitators and Michelangelo, the chivalric epic poems from the court at Ferrara, and historical genres. The work of women poets of the period will be highlighted. We will also discuss Renaissance critical theory and the debate over the establishment of an "Italian" literary language. The course will be conducted in Italian. *Laurie Shepard*

RL 565 Twentieth-Century Italian Literature (S: 3) *Rena Lamparska*

RL 568 The Theater of Pirandello (F: 3)
A study of the major plays of one of the most prominent makers of the post-modern tradition in drama, along with his theoretical writing on theater. *Rena Lamparska*

Projected Italian Offerings, 1991–92

RL 294 Italy: Art, History & Literature (S: 3) *Laurie Shepard*

RL 313 A Conversational Approach to Italian Politics & Society (S: 3) *Laurie Shepard*

RL 506 La Divina Commedia (F: 3) *Laurie Shepard*

RL 516 Boccaccio & Petrarca (S: 3) *Laurie Shepard*

RL 524 Crisis of Baroque (F: 3) *Rena Lamparska*

RL 544 Italian Theater of the 18th Century (S: 3) *Rena Lamparska*

RL 597 Advanced Writing (S: 3) *Rena Lamparska*

Projected Italian Offerings, 1992–93

RL 294 Italy: Art, History & Literature (S: 3) *Laurie Shepard*

RL 310 Highlights of Italian Literature (F: 3) *Rena Lamparska*

RL 311 Italian Literature & Film (S: 3) *Rena Lamparska*

RL 521–522 Masterpieces of Italian Renaissance I & II (F: 3–S: 3) *Laurie Shepard*

RL 541 Literature of a Unified Italy (S: 3) *The Department*

RL 551 Italian Romanticism (F: 3)
Rena Lamparska

Offerings in Spanish, 1990–91

RL 015–016 Elementary Spanish (F: 3–S: 3)
 An introduction to the study of Spanish. This course begins with development of fundamental skills: reading proficiency, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.
The Department

RL 055–056 Intermediate Spanish (F: 3–S: 3)
Prerequisite: RL 005–006 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and required laboratory work.
The Department

RL 105–106 Spanish Composition, Conversation and Readings (F: 3–S: 3)
Prerequisite: three to four years of solid high school preparation or two years of college preparation. This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.
The Department

RL 298–299 Spanish Greycliff (F: 0–S: 3)
 Students residing in the Spanish House will meet weekly for directed discussion in Spanish under the guidance of a faculty member. A requisite for residency in Greycliff, attendance required.
The Department

RL 321 Spanish for Business (S: 3)
 A one-semester course presenting contemporary business practices and activities in Latin America and Spain with emphasis on the terminology and style of oral and written communication in the Hispanic business world. Permission of instructor is required.
Mary Ellen Kiddle

RL 323 Spanish Phonetics (S: 3)
 A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions.
Guillermo Guitarte

RL 325–326 Advanced Spanish Composition and Introduction to Literary Analysis (F: 3–S: 3)
 This course provides an introduction to, and practice with, methods of critical analysis in the context of Hispanic literature, stressing the development of writing skills and mastery of specific points of advanced grammar. This is a course required for all Spanish majors. Conducted in Spanish.
Dwayne Carpenter
Angelina Costa

RL 327–328 Survey of Spanish Literature (F: 3–S: 3)
Prerequisite: RL 325–326
 An introductory course in Spanish literature, encompassing a study of the history of Spanish literature from the Middle Ages to the present. This is a required course for all Spanish majors, open also to other qualified students with

superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in Spanish.
Angelina Costa
Robert Louis Sheehan

RL 333 A Conversational Approach to Contemporary Latin America (F: 3)
 An advanced conversation course open to native speakers of English with basic oral proficiency in Spanish, aimed at improving spoken Spanish and note-taking skills for advanced courses here and in Hispanic countries, as well as increasing the student's capacity for foreign affairs analysis using Spanish language sources.
The Department

RL 337 Cultura Hispánica (S: 3)
Prerequisite: At least four years of Spanish. This course will provide the student with a sound knowledge of the history and cultural evolution of Spain the first semester and Spanish America the second semester.
J. Enrique Ojeda

RL 343 Immersion Spanish (F: 3)
 As a coordinating requisite for the Immersion Program, this course is designed to provide an intensive review of major Spanish constructions for developing oral and written proficiency at the advanced level, and its cultural dimension helps to integrate the other offerings in the Program.
Harry Rosser

RL 615 Masterpieces of Spanish Medieval Literature (S: 3)
Dwayne Carpenter

RL 617 Spanish American Women Writers (S: 3)
 A survey of literary works by Spanish American women from Colonial times to the present. The readings, presentations in class and discussions will contribute to analyze the position and role of women in Spanish American society throughout the years.
J. Enrique Ojeda

RL 622 Introducción a la poesía lírica española del Siglo XVI (F: 3)
Angelina Costa

RL 678 Spanish American Novelists (F: 3)
 Study and discussion of representative novelists of the early twentieth century. The historical circumstances and the socio-political climate that motivated the writers will be considered. Special attention will be given to the structure of selected novels and the author's techniques for integrating history into fiction or fiction into history. Among those read will be Azuela, Rivera, Bombal, Gallegos, Guiraldes, Uslar Pietri, and Barrios. Conducted in Spanish.
Harry L. Rosser

RL 932 Gongora y la renovación poética barroca: Polifemo y Soledades (S: 3)
Angelina Costa

RL 966 Contemporary Spanish Drama (Since 1939) (F: 3)
 A study of the most important works of Buero Vallejo, Sastre, Arrabal, Gala, Fernán-Gómez, et al, as a reflection of literary and social developments in contemporary Spain.
Robert Louis Sheehan

RL 967 Contemporary Spanish Novel (S: 3)
 A study of the Spanish novel in the post-Civil War and post-Franco periods. The course focuses on the works of Cela, Matute, Delibes, Goytisolo and others in the context of political, social and cultural change.
Robert Louis Sheehan

RL 970 Spanish Medieval Literature (F: 3)
Dwayne Carpenter

RL 976 Borges (F: 3)
 Borges as a short-story writer: a close reading of *Historia Universal de la infamia*, *Ficciones*, *El Aleph*, and some of his latest narrative.
Guillermo Guitarte

RL 980 Spanish Visions of America: Old Texts and New Perspectives (S: 3)
 A study of major prose writers and poets whose works contributed to the formation of a cultural synthesis and regional identity in Colonial Latin America. Attention is given to Spanish literary currents and the ways in which they evolved in the New World. Indigenous artistic expression will be considered, as will the literature of the Exploration, the Enlightenment, and the Romantic movement. Conducted in Spanish.
Harry L. Rosser

Projected Spanish Offerings, 1991–92

RL 323 Phonetics (S: 3)
Guillermo Guitarte

RL 331–332 A Conversational Approach to Contemporary Spain (F: 3–S: 3)
Robert Louis Sheehan

RL 337–338 Cultura Hispánica (F: 3–S: 3)
J. Enrique Ojeda

RL 343 Immersion Spanish (F: 3)
Harry L. Rosser

RL 623 Picaresque Novel (S: 3)
J. Enrique Ojeda

RL 634 (EN 383) Don Quijote: Hero and Fool (English) (F: 3)
Elizabeth Rhodes

RL 673 Cultura Hispanoamericana (F: 3)
Harry L. Rosser

RL 681–682 History of Latin American Drama I & II (F: 3–S: 3)
Robert Louis Sheehan

RL 901 Stylistics Analysis (F: 3)
Elizabeth Rhodes

RL 904 Intellectual History of Latin America (F: 3)
Guillermo Guitarte

RL 934 Currents of Heresy (S: 3)
Elizabeth Rhodes

RL 958 Age of Galdos (F: 3)
J. Enrique Ojeda

Projected Spanish Offerings, 1992–93

RL 334 A Conversational Approach to Contemporary Latin America (S: 3)
Robert Louis Sheehan

RL 337–338 Cultura Hispánica (F: 3–S: 3)
J. Enrique Ojeda

RL 343 Immersion Spanish (F: 3)
Harry L. Rosser

RL 625 16th-Century Drama (F: 3)
Elizabeth Rhodes

RL 635 Quixote (S: 3)
Elizabeth Rhodes

RL 653 Spanish Romanticism (S: 3)
J. Enrique Ojeda

RL 667 Generation of '98 (F: 3)
Robert Louis Sheehan

RL 674 **Spanish American Short Story**
(F: 3) Harry L. Rosser

RL 901 **Stylistics Analysis** (S: 3)
Elizabeth Rhodes

RL 905 **History of the Spanish Language**
(F: 3) Guillermo Guitarte

RL 961 **Dynamics of Dissent in Spanish
American Novel** (S: 3) Harry L. Rosser

RL 962 **The Lorca Era** (S: 3)
Robert Louis Sheehan

RL 977 **Andean Novel** (F: 3)
J. Enrique Ojeda

Language and Methodology Courses Offered in English

RL 495 (ED 303) **Second-Language
Acquisition** (F: 3)

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction.

This course fulfills the Massachusetts certification requirements in Secondary Methods.
The Department

RL 498 **Seminar in Oral Proficiency Testing**
(S: 3)

This course introduces students to the ACTFL Proficiency Guidelines and oral proficiency tests. All students will be given an informal Oral Proficiency rating plus individualized counseling as to how to improve their proficiency. Students will learn basic concepts of measurement and their applications to foreign language testing. Students will also learn how to analyze test results and redesign curriculum so that proficiency objectives can be met more effectively.

This course fulfills the "Measurement" requirement for teacher certification.
This course fulfills the Massachusetts certification requirement in Measurement and Testing.
The Department

Projected Offerings in Language and Methodology, 1991-92

RL 362 **The Shaping of the Language** (S: 3)
Laurie Shepard

RL 495 **Second Language Acquisition**
(F: 3) Rebecca Valette

RL 498 **Oral Proficiency Testing** (S: 3)
Rebecca Valette

Honors Program

RL 698 **Honors Research Seminar** (F: 3)
Monique Fol

RL 699 **Honors Thesis Seminar** (F: 3)
Monique Fol

Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones, A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, Chairperson of the Department
A.B., Boston College; Ph.D., Harvard University

Associate Professor Michael B. Kreps, Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

Adjunct Assistant Professor Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

Program Descriptions

The Department administers undergraduate majors in *General Linguistics*, in *Russian*, and in *Slavic Studies*, as well as a minor program in *Asian Studies* and in *Russian and East European Studies*. Each major program requires at least twelve one-semester courses at upper-division levels (courses numbered 200 and above). Departmental honors require nomination by the faculty and successful completion of honors comprehensive requirements.

The Department maintains listings of related courses from other departments which satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Major in Linguistics:

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in the analysis of linguistic phenomena with a view toward learning to make significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is *Philology*. The following listing represents the normal program for this concentration.

- General Linguistics (SL 311/EN 527);
- five courses of a philological nature;
- three courses of a language-related nature from non-language departments;
- three linguistics "topics" courses.

The Department expects students concentrating in *Philology* to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

The Department can provide requirements for other concentrations, such as *Psycholinguistics* or *Speech Pathology*, upon request. The College of Arts and Sciences also offers an undergraduate minor in *Cognitive Sciences* including Linguistics.

Major in Russian:

The normal program for the major in *Russian* concentrates on acquiring advanced proficiency in the language and an ability to comprehend and analyze important aspects of Russian literature and culture.

- four courses in Russian grammar, composition and stylistics beyond the intermediate;
- four courses on Russian literature, of which at least two must be at the 300 level;
- one course in General Linguistics;
- Old Russian or Old Church Slavonic;
- two electives from Russian literature, second Slavic languages, or linguistics offerings.

The Department also recommends at least two courses from related areas in other departments; e.g. in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies:

The interdisciplinary major in *Slavic Studies* provides broadly based training in scholarship about Russia, the Soviet Union, and the nations of Eastern Europe.

The normal program for this major requires:

- two Russian language courses beyond the intermediate level;
- two courses on Russian literature;
- Old Church Slavonic or Old Russian or a second Slavic/East European language;
- two courses on Russian or Soviet or East European history;
- one course on Russian or Soviet philosophy;
- one course on Soviet or East European politics;
- one course on Soviet economics;
- two electives from an emphasis area.

The Department strongly recommends PO 080/HS 272 (Introduction to Russian, Soviet and East European Studies) as an early course in this major.

Minor in Asian Studies:

This interdisciplinary minor requires:

- one course in Asian history;
- one additional course in Asian history or one course in Asian politics or diplomacy;
- two courses in an East Asian language (e.g. Chinese/Japanese) beyond the elementary level;
- two approved elective courses in Asian

Studies from two of the following areas: Art History (FA), Philosophy (PL), Theology (TH), Political Science (PO), Literature or a second language (SL), a directed senior research paper on an approved topic.

Minor in Russian and East European Studies:

The Russian and East European Studies minor requires six approved courses, distributed as follows:

- one introductory course (PO 080/HS 272, Introduction to Russian, Soviet and East European Studies);
- one additional course in Russian or East European history or politics;
- two courses in Russian or another East Eu-

ropean language at the intermediate or upper-division level;

—two approved elective courses from two of the following areas:

Philosophy (PL), Theology (TH), Economics (EC), Literature or language (SL, CL, RL), Political Science (PO), History (HS), Education (ED), Art History or Film Studies (FA), a directed senior research paper.

At least one of these two courses must come from outside of the student's emphasis area.

Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

SL 003–004 Elementary Russian I/II (F: 8–S: 8)

An intensive course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language laboratory work required.

Successful completion of this course satisfies the A&S/CSOM language proficiency requirement.

Offered annually *M. J. Connolly*
Margaret Dalton
Marina Banuazizi

SL 007–008 Introduction to Arabic I/II (F: 3–S: 3)

An introduction to the study of Modern Standard Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional language-laboratory drill available.

Offered biennially *Mustafa Abu-Sway*

SL 009–010 Elementary Chinese I/II (F: 4–S: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure; development of basic conversation, reading, and character writing skills. Additional conversation and language-laboratory work required.

Offered annually *Gilbert Mattos*

SL 023–024 Elementary Japanese I/II (F: 4–S: 4)

An introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional language-laboratory drill available.

Takako Minami
Yoshio Saito

SL 027–028 (EN 093–094) Introduction to Modern Irish I/II (F: 3–S: 3)

For description, see English department listings.

Offered biennially *Philip O'Leary*

SL 051–052 Intermediate Russian I/II (F: 3–S: 3)

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts. Students who plan to continue the study of Russian beyond the intermediate level

should also enroll in the concurrent practicum SL 057–058.

Offered annually *Lawrence G. Jones*

SL 057–058 Russian Practicum: Intermediate I/II (F: 3–S: 3)

Practical phonetics and intonation, the monitoring and transcription of Russian speech, vocabulary work, grammar drills, effective use of the spoken language, and extensive conversational practice and speaking exercises for students who intend to continue beyond the intermediate level. Conducted in Russian.

Offered annually *Lidia Bukhbinder*

SL 061–062 Intermediate Chinese I/II (F: 3–S: 3)

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

Ting Yueh-hung

SL 063–064 Intermediate Japanese I–II (F: 3–S: 3)

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. Conducted mostly in Japanese. Offered annually.

Emiko Aoba

SL 065–066 Continuing Arabic I–II (F: 3–S: 3)

Continuation of course work in reading and writing literary Arabic, with coextensive conversation practice.

Course conducted mostly in Arabic. Offered biennially. *Mustafa Abu-Sway*

SL 067–068 (EN 097–098) Continuing Modern Irish I–II (F: 3–S: 3)

For description, see English department listings.

Offered biennially *Philip O'Leary*

SL 200 A Survey of Russian Literature (in translation) (F: 3)

Reading, analysis, discussion of representative works, authors and movements in Russian literature from the eighteenth century up to the present day. Conducted entirely in English.

Offered biennially *Lawrence G. Jones*

SL 205 Tolstoy and Dostoevsky (in translation) (F: 3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Conducted entirely in English.

Offered biennially *Michael B. Kreps*

SL 216 (EN 552) Poetic Theory (S: 3)

Traditional and contemporary theories of prosody and metre described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material is mainly English, although students may present texts in any language for required papers. Conducted entirely in English.

Lawrence G. Jones

SL 221 (TH 198) The Language of Liturgy (S: 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-

verbal symbolism (music, gesture, vestments and appointments).

Offered triennially *M. J. Connolly*

SL 222 Classics of Russian Literature (in translation) (S: 3)

A survey of major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution. Conducted entirely in English.

Offered biennially *Lawrence G. Jones*

SL 227 Advanced Russian Grammar (F: 3)

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian.

Offered annually *Michael B. Kreps*

SL 229 Specialized Readings in Russian Texts (3)

Offered biennially. *Lawrence G. Jones*

SL 230 Russian Literature of the Fantastic (in translation) (S: 3)

A study of grotesque, bizarre, surrealist, supernatural, and fantastic themes in a wide range of Russian short stories and novels by writers such as Gogol, Pushkin, Turgenev, Dostoevsky, Bulgakov, Leskov, Nabokov, and Sinyavsky, as well as in the genre of science fiction. Western literary parallels in the works of E.T.A. Hoffman, de Maupassant, Poe, Kafka, and others. Conducted entirely in English.

Offered triennially *Michael B. Kreps*

SL 234 The Polish Language (S: 3)

An intensive and rapid introduction to the phonology and grammar of Polish and the reading of literary and expository texts.

Recommended: Prior experience with a Slavic language. *Michael B. Kreps*
M. J. Connolly

SL 240 The Contemporary Russian Novel (in translation) (3)

A reading, in English, of major Russian novels of the twentieth century from Arcybashev to Solzhenitsyn; the development of the genre from realism through modernism.

Conducted entirely in English. Offered biennially *Michael B. Kreps*

SL 243 Image and Icon in Russian Literature (in translation) (F: 3)

A study of verbal images in Russian literature and a comparison of these with works in Russian visual art, from the early icon tradition through to the modern period. An examination of the detail of delineation, of the role of context in the specification of the imaging process and of parallels in visual art to the role of dialogue in verbal art.

Conducted entirely in English. Offered biennially *Lawrence G. Jones*

SL 245–246 Advanced Chinese I/II (F: 3–S: 3)

A review of difficult points of Chinese grammar and sentence structure, with extensive practice in composition and conversation and in the reading and analysis of selected modern Chinese newspaper articles, short stories and texts. Readings also include an introduction to Classical Chinese.

Conducted entirely in Chinese. *Ting Yueh-hung*

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok

and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. Offered triennially *Michael B. Kreps*

SL 308 Dostoevskij and Tolstoj (3)
A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. Offered triennially *Michael B. Kreps*

SL 311 (EN 527) General Linguistics (F: 3)
An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually *M. J. Connolly*

SL 316 Old Church Slavonic (F: 3)
The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language.
Offered biennially *M. J. Connolly*

SL 317 Old Russian (F: 3)
An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language.
Offered biennially *M. J. Connolly*

SL 320 Pushkin and Gogol' (3)
Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. Offered triennially *Michael B. Kreps*

SL 321 Turgenyev and his Contemporaries (3)
The aesthetic and ideological values of Turgenyev's works; Turgenyev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. Offered triennially *Michael B. Kreps*

SL 325 (EN 528) Historical Linguistics (S: 3)
The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction. Offered triennially *M. J. Connolly*

SL 327 Sanskrit (S: 3)
The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. Offered triennially *M. J. Connolly*

SL 328 Classical Armenian (S: 3)
A grammatical analysis of Armenian *grabar*, the classical literary language current from the

fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts. Offered triennially *M. J. Connolly*

SL 332 The Russian Short Story (3)
The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian. Offered triennially *Lawrence G. Jones*

SL 333 Introduction to the West Slavic Languages (S: 3)
A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.
Recommended: Prior study of a Slavic language.
Offered biennially *Lawrence G. Jones*

SL 334 Introduction to the South Slavic Languages (S: 3)
A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language.
Offered biennially *Lawrence G. Jones*

SL 339 (EN 234) Semiotics and Structure (3)
Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication. *Lawrence G. Jones*

SL 342 Seminar in Russian Poetry (3)
Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. Offered biennially *Lawrence G. Jones*

SL 343 (EN 512) Old Irish (S: 3)
A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. Offered triennially *M. J. Connolly*

SL 344 (EN 392) Syntax and Semantics (S: 3)
An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning. Offered triennially *M. J. Connolly*

SL 348 Chexov (3)
A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers. Offered triennially *Lawrence G. Jones*

SL 349 Advanced Russian Writing and Translation (S: 3)
A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. Offered annually *Michael B. Kreps*

SL 352 Russian Literary Humor and Satire (S: 3)
A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. Offered triennially *Michael B. Kreps*

SL 353 Romantizm v russkoj literature (F: 3)
A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian. Offered triennially *Michael B. Kreps*

SL 354 Bulgakov, Pasternak, Solzhenicyn (S: 3)
The religious, political, social and artistic features of eminent works among the voices of dissent in contemporary Russian literature, including *Master i Margarita*, *Doktor Zhivago*, and *Odin den' Ivana Denisovicha*. Conducted entirely in Russian. Offered triennially *Michael B. Kreps*

Research courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project
SL 390 Advanced Tutorial: Russian Language
SL 391 Advanced Tutorial: Russian Literature
SL 392 Advanced Tutorial: Linguistics
SL 393 Advanced Tutorial: Chinese
SL 394 Advanced Tutorial: Slavic Linguistics
SL 395 Advanced Tutorial: Japanese
SL 396 Advanced Tutorial: Polish
SL 399 Scholar-of-the-College Project
SL 791 Russian Literature: Reading and Research
SL 792 Linguistics: Reading and Research
SL 794 Slavic Linguistics: Reading and Research

Other Courses

Other courses in the Department's repertory, offered on a non-periodic basis, include:

SL 043 Cross-cultural Practicum: Japanese
SL 053-054 Intermediate Intensive Russian I/II
SL 059 Readings from Russian Intellectual History
SL 081-082 (TH 002, 301) Elementary Hebrew I/II
SL 223 Soviet Literature (in translation)
SL 225 Russian Folklore (in translation)
SL 226 Readings in Russian Short Prose
SL 228 Spoken Russian
SL 231 Slavic Civilizations
SL 232 A Survey of Chinese Literature (in translation)
SL 233 (EN 571) Applied English Grammar and Style

- SL 235 Chekhov's Plays and Stories (in translation)
 SL 236 A Survey of Polish Literature (in translation)
 SL 237 Sounds of Language and Music
 SL 238 The Language of Computing
 SL 244 (EN 099) The Irish Language
 SL 247 The Japanese Language
 SL 254 (TH 154) History of Eastern Orthodoxy
 SL 305 History of the Russian Language
 SL 306 Russian Literary Research
 SL 312 The Indo-European Languages
 SL 313 Structural Poetics
 SL 314 Old Persian and Avestan
 SL 315 The Czech Language
 SL 322 The Structure of Modern Russian
 SL 335 Early Russian Literature
 SL 336 Seminar in Soviet Literature
 SL 337 Comparative Slavic Linguistics
 SL 338 Tolstoy & Solzhenicyn
 SL 341 The Study of Russian Literature
 SL 350 Advanced Practicum in Spoken Russian
 SL 351 Topics in Linguistic Theory
 SL 355 Linguistics and Computing
 SL 356 Classics in Linguistics
 SL 357 History and Structure of the Chinese Language

Information on these courses and their availability may be received from the Chairperson.

Sociology

Faculty

- Visiting Professor Benedict S. Alper**, A.B., Harvard University
Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois
Professor William A. Gamson, A.B., Antioch College, A.M., Ph.D., University of Michigan
Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University
Professor Lynda Lytle Holmstrom, B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University
Professor David A. Karp, A.B., Harvard College; Ph.D., New York University
Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley
Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University
Professor John B. Williamson, B.S., Massachusetts Institute of Technology; Ph.D., Harvard University
Associate Professor Charles K. Derber, A.B., Yale University, Ph.D., University of Chicago
Associate Professor Paul S. Gray, Chairperson of the Department
 A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University
Associate Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan
Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Associate Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Associate Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Associate Professor Diane Vaughan, B.A., M.A., Ph.D., Ohio State University

Assistant Professor Lisa Fuentes, B.A., University of the Americas, Mexico; A.M., University of California; A.M., Ph.D., Stanford University

Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The Social Science Core Requirement

For nonmajors, this requirement may be filled by taking any courses numbered SC 001–SC 199; the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together.

Some upper level courses (SC 299–SC 699) require a Core course prerequisite. When this prerequisite has been satisfied, higher numbered courses can fulfill the Social Science Core requirement.

Requirements for the Major in Sociology:

1. Either *Introductory Sociology* (SC 001) or *Principles of Sociology* (SC 100) is the first required course as a *prerequisite* for all upper-level courses.
2. *Statistics* (SC 200), *Social Theory* (SC 215), and *Research Methods* (SC 210); these may be taken *concurrently* with the six required electives. It is recommended that Statistics be taken before Research Methods.
3. Six electives from SC 002–SC 699 (except for SC 100). Of these, *at least three* must be upper-level courses numbered SC 299–SC 699.

Joint Master's Degree with a Sociology Major

Majors in Sociology have two optional programs available which offer students the opportunity to earn two degrees over a period of five *consecutive* years. These programs save the time and cost of one year of graduate study.

Option 1: B.A. and M.A. in Sociology

Students must apply for admission to this

program in the spring of their junior year. Some advanced placement, language requirement exemption, and/or summer school courses may be necessary to finish in five years. The B.A. degree will be awarded with the student's undergraduate class, the M.A. one year later. (For details, consult Prof. David Karp, Chair of the Undergraduate Studies Committee.)

Option 2: B.A. and MSW

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class, the Master's degree one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequences and degree requirements can be fulfilled. (For details consult Prof. David Karp.)

Faith, Peace and Justice Studies

Sociology majors may consider concentrating the courses taken toward their minor in Faith, Peace, and Justice Studies; or, they may supplement their major with an interdisciplinary minor in this area.

In either case, majors must apply to the Director of the Faith, Peace, and Justice Program, Gasson 109. They must take UN 160, "The Challenge of Justice," and design with the Director and their Sociology advisor a four-course sequence, to be completed by the fall of their senior year. This sequence should be the foundation for completing the final requirement of the Program, the Senior Seminar Paper.

Some suggested areas include aging and geriatrics; criminology, deviance and social control; economy and society; gender roles and human rights; medicine and sociology; race relations, sources of stratification, inequality and poverty; ideology and utopia.

For more information, see the section in this Catalog on Minors.

Course Offerings

Core

SC 001 Introductory Sociology (F, S: 3)

This is a Core course in the Social Science area designed to provide students with sociological angles of vision and hearing and feeling as they pertain to their own lives and the lives of others around them. Focusing on American society, the student will study and analyze the obvious and the not-so-obvious features of our changing social institutions and should acquire both new insights and new critical perspectives.

The Department

SC 003 Introductory Anthropology (F: 3)

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics.

Jeanne Guillemin

SC 008 Marriage and the Family (F: 3)

This course will analyze sociological theories and research on the family and singlehood with particular attention to (a) the family and the broader society; (b) the family and the life cycle (e.g., courtship, marriage, parenthood);

(c) changing roles for men and women; and
(d) alternative family structures.

Lynda Lytle Holmstrom

SC 022 Crime in America (F, S: 3)

An introductory course in criminology which seeks for an understanding of criminal behavior in today's society. Subjects covered include: the extent of crime; theories of crime causation; origin of the law; and patterns of criminal behavior.

*Benedict S. Alper
Diane Vaughan*

SC 028 Love, Intimacy and Human Sexuality (S: 3)

This course will draw on three sources: psychoanalytic theories of identity formation, sociological studies of marriage and family, and theories of gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, rejected, and mourned. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

Jeanne Guillemin

SC 029 Latin American Politics and Society (F, S: 3)

This course analyzes the social, political, and economic transformations of several Latin American societies in the twentieth century. We shall conduct the analysis in two modes: 1) through the historical overview of change in the region; and 2) through the assessment of existing theoretical explanations of these transformations. This course is intended to give you a broad view of Latin American societies. The underlining objective of this course is to get you started in developing notions of how theoretical statements are formulated and how sociologists treat historical data. The most important activity of the course will be the systematic evaluation of the contrasting explanations of change in Latin America based on the historical evidence reviewed in class.

Lisa Fuentes

SC 030 Deviance and Social Control (F, S: 3)

This course represents a social and historical inquiry into the battle between the power of a given social order and its deviant others. It is a story of control and resistance within societies organized according to economic, heterosexist, racial, and imperial hierarchies. It is a story of madness, religious excess, and the pornographic violence of Western Man and "his" most powerful social institutions. It is also a narrative of the resistance of women, peoples of color, those who desire sex differently and those impoverished by the normal relations of a given social order of things in time. It is a story of how some of us come to know others as evil, sleazy, dirty, dangerous, sick, immoral, or crazy; and how the normative order to which we adhere is disrupted or destroyed by those who know it "differently." It is a sociological story of the relations between knowledge and power.

Stephen Pfohl

SC 031 Extraordinary Groups (F, S: 3)

This course is an overview of deviant groups in society. Taking a variety of examples, from juvenile gangs to the Ku Klux Klan, from religious cults to riots, from free sex communes to social movement organizations, we look at why people join these deviant groups, how the membership is different, why such groups form, how they maintain their separateness,

what they accomplish and how they relate to the larger society in which they exist.

David H. Smith

SC 032 Business and Society (F, S: 3)

This course is designed for students interested in professional and business careers. We examine the changing role of professions and business in society, including issues in corporate governance, professional ethics, worker self-management, and the social development of work systems in American enterprise. We will review current trends in corporate accountability, occupational safety and health, government de-regulation of industry, social self-regulation, environmental and consumer protection, ethical investing, social auditing, and the changing character of multinational corporations.

Severyn T. Bruyn

SC 041 (BK 151) Race Relations (F, S: 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change.

Seymour Leventman

SC 049 Social Problems (F: 3)

This course will examine the connection between popular myths concerning social scientific paradigms about, and social problems related to, various social consequences, such as war, poverty, political repression, addiction and crime. We will look for the reasons why so many private/public programs to resolve problems fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those which are radical critiques of traditional ones.

Ritchie P. Lowry

SC 051 Power in Contemporary Society (F: 3)

This course examines the types of power in contemporary society (force vs. authority); forms of power (charismatic, traditional, legal-bureaucratic); and major historical changes (to knowledge and information manipulation). The special role of ruling elites and ruling classes in contemporary society is considered. Examples from political administrations, the CIA, the FBI, the military, local police, etc. are used. Major problems and possible responses, including the erosion of legitimacy, pluralist counter-trends, the redistribution of wealth, groupthink and aggression, and the role of the multinational corporation in developing nations are considered.

Ritchie P. Lowry

SC 053 Utopias and Dystopias (S: 3)

This course begins with the classic formulations of Plato's *Republic* and St. Thomas More's *Utopia* as they reflect Western values and ideology. The course will consider the rise of Post-Reformation utopian movements in Europe and America as reactions against social change, and as forerunners of nineteenth-century visionaries. In the twentieth century, the communes of the nineteen-seventies offer similar criticism of urban industrial society. The course also investigates the major question of the relationship of the individual to the state, in two modern dystopias, Huxley's *Brave New World* and Orwell's *1984*.

Jeanne Guillemin

SC 054 Sports in American Society (F, S: 3)

By viewing sport as a social institution, we learn how it both shapes and reflects our values, how it relates to our political, educational

and economic systems, and how it deals with problems such as violence, racism and sexism.

Michael A. Malec

SC 063 Women at Work (S: 3)

This course is designed to provide students with an overview of economic participation by women, past and present: the issues arising from women's increased participation in the labor force; the scope of paid and unpaid work performed by women throughout history; the concept of "work" and its unique application to women; minority women, blue collar women, white collar workers, housewives, and the particular problems each has faced; the dual-career family and its implications for the future organization of the economic sphere to accommodate the needs of working couples. The enrollment of men in the course has resulted in open and lively discussions of various contemporary issues.

Sharlene J. Hesse-Biber

SC 072 Inequality in America (S: 3)

This course examines class inequality in American society. It not only describes how the rich, the poor and the middle classes live, but also how they relate to one another. Topics covered include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that are used to keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or by women.

Eve Spangler

SC 077 Urban Life and Culture (F: 3)

The central images that have dominated social scientists' view of city life are examined. The question that will guide our effort asks: "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention is given to gaps, omissions or deficiencies in traditional theoretical explanations and substantive features that have been relatively neglected in the literature on urbanism.

David A. Karp

SC 079 Social Psychology (F: S: 3)

This introductory course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions affect or are affected by other people. Major topics covered include person perception, nonverbal and verbal communication, attitudes and attitude change, prejudice and discrimination, interpersonal attraction, helping behavior, aggression, social influence and conformity, group processes, organizations and the work place, law and justice, territoriality and crowding. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role theory.

David H. Smith

SC 081 The Social Animal (F: 3)

A first course in social psychology, this is the study of human behavior in group settings. Topics will include aggression, conformity, interpersonal attraction, prejudice, and other forms of human interaction.

Michael A. Malec

SC 084 Mass Media in American Society (S: 3)

The purpose of this course is to increase your understanding of how the mass communication system operates, of how and why media products take the form that they do, and of how public opinion is shaped by these products. The first half of the course shows how news is constructed and how the media frame

the way we think about social and political issues. The second half shows how news production is organized in the United States and how this organization affects what we see, hear, and read.

William A. Gamson

SC 092 Peace or War? The United States and The Third World (S: 3)

The Third World—where most of the world's population lives—has become increasingly important to the world's economy, but remains a seething cauldron of revolution and war. While not well understood by the American public, the United States has been a major player in the wars of the Third World. This course explores the bloody, often covert, entanglements that have defined—and continue to characterize—our own government's relations to Central America, Southern Africa, the Middle East, and Southeastern Asia. We will explore “secret wars,” conducted by the CIA, that are at the heart of today's most important regional conflicts. We will consider the motives for our own involvement and then focus on how such wars can be stopped and avoided in the future.

Charles K. Derber

SC 095 Hot War, Cold War and Nuclear War in the Gorbachev Era (S: 3)

Is peace breaking out in the world today? Has the threat of nuclear war substantially disappeared? How can we further reduce the threat of war, both conventional and nuclear? This course will explore these questions, showing that there are frequently widespread illusions about the prospects for peace and likelihood of war. Students will gain new ways of thinking about the risks of hot war and nuclear war as the Cold War abates and dramatic changes take place in the Soviet Union and Eastern Europe. Different paths to promote peace in this era will be explored. The course will involve active participation by students in political debate and role-playing exercises.

William A. Gamson

SC 100 Principles of Sociology (F: 3)

This is an introductory course offered for Sociology majors. The course content is not essentially different from that of SC 001, Introductory Sociology. The differences are that 1) class size is smaller; 2) the students are majors in Sociology; and 3) some areas covered are given a more in-depth treatment.

David A. Karp

SC 123 Juvenile Delinquency: Children in Trouble, Children in Court (S: 3)

Topics to be covered include: the special attributes of youth; historic attitudes toward childhood and adolescence; the specialized procedures of the juvenile court and corrections; theories and causation of delinquency; the female offender; and prevention of delinquency, with special reference to community modes of treatment. A visit will be arranged to a juvenile court session.

Benedict S. Alper

SC 146 American Economic Crisis and Social Change (F, S: 3)

Analysis of foreign and domestic economic crises facing the United States in a fiercely competitive global economy. The first part of the course explores the question of American decline relative to Japan and other competitors, multinational corporations and the problem of de-industrialization, American and Third World debt, and new domestic inequality. The second part of the course considers in-

novative social and political strategies for revitalization, including new government strategies such as economic conversion and “industrial policy,” as well as new corporate strategies such as worker participation and workplace democracy.

Charles K. Derber

SC 154 Medical Sociology (F: 3)

The course will discuss 1) the social creation of disease (i.e. social factors that increase one's chances of contracting disease) and 2) the medical system's response to disease (what happens once one is sick). Special emphasis will be placed on the power of the professions; clinician-patient relationships; medical mistakes; what health and illness mean to people; hospitals and other organizations within which medical work is done; and contemporary debates (e.g., prolongation of life) taking place in the medical arena.

Lynda Lytle Holmstrom

SC 155 Sport and Popular Culture (S: 3)

From “The Discus Thrower” to “Rocky IV,” from Mary Lou's face on a box of Wheaties to Riefenstahl's “Olympia,” sport pervades culture. Poets, sculptors and novelists use sport as a metaphor for society, while Madison Avenue uses sport to sell us to the advertiser of commercial products. In this course we will examine images of sports as they are popularly used in our society, in other societies, and in other times.

Michael A. Malec

SC 167 The African-American Image in the Media (F: 3)

This course will develop both individual and collective analyses of various news and entertainment treatments of people of African descent. Historical and current media archetypes and stereotypes will be explored through a combination of empirical study, class discussion and formal educational tools (books, films and presentations). Students will be divided into teams for their empirical study. Each team will review collectively approximately 30 units of a single news or entertainment medium chosen in consultation with the instructor.

Charles Pinderhughes

SC 184 Sociology of the Legal Profession (F: 3)

This course in the area of the sociology of occupations/professions is of particular interest to students who are “thinking about” or are committed to law school and a legal career. Against a background of some conceptual considerations regarding the professions, the course studies the evolution of the legal profession in the United States. Special attention is then given to the social and psychological characteristics of those seeking admission to law schools, to the structure of legal education, to the academic and social processes involved in “making a lawyer” and to the selective processes that operate in the choice of a first job. Attention is also given to the work cultures of different types of lawyering, to the changing structures of the legal profession, and to some of the current and developing problems confronted by American lawyers.

John D. Donovan

SC 188 Sociology of Organizations (F: 3)

This is an introductory course that will be divided into two parts. The first part will focus on organization structure and internal processes, and how these factors affect the organization's ability to meet its goals as well as how they affect the lives of the organization members. The second part of the course will focus

on organizations within the context of their environments. How does the environment affect the organization, and how do organizations affect and manage their own environments?

J. Joseph Burns

Required for Majors

SC 100 Principles of Sociology or SC 001 Introductory Sociology

SC 200 Statistics (F, S: 3)

An introduction to statistics with an emphasis on the use of the Boston College computer facility, the use of the VAX, and programming in SPSSX. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael A. Malec

John B. Williamson

SC 210 Research Methods (F, S: 3)

This course is designed to acquaint students with the range of research methods used in sociological investigation and to evaluate their strengths and weaknesses; to understand some of the basic problems involved in the collection and analysis of data and to provide a more in-depth treatment of field research techniques; and finally, to give students first-hand experience in carrying out a research project.

Sharlene J. Hesse-Biber

David A. Karp

SC 215 Social Theory (F, S: 3)

The development of theory from the classical period of Marx, Weber, Durkheim, to contemporary schools such as interactionism, functionalism, and feminist theory.

Paul G. Schervish

Eve Spangler

Electives

SC 225 (EN 125) (PS 125) Introduction to Feminism (F: 3)

A course taught by student-teams under faculty direction to acquaint students with a large range of academic and life experience topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12–14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.

Lorraine Liscio

SC 242 (BK 242) Black Women and Feminism (F: 3)

An examination of the black woman's involvement in the feminist movement, and of her resulting dilemma. The course will explore the issues of double discrimination, the matriarchy, over-achievement, male/female relationships, and fear of success. These themes will make the connections between the political priorities black women must set when forced to choose between gender and race. A survey of the relationship between the Suffragette and other major American women activist organizations and Afro-American women will be offered. In understanding the complications of black women seeking to attain their true woman-

hood, students will gain insight about how that impacts on the process of all American women.

Amanda Houston

SC 250 (PL 259) (TH 327) Perspectives on War, Aggression and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Rein A. Uritam

SC 251 (PL 269) (TH 328) Perspectives on War, Aggression and Conflict Resolution II (S: 3)

Rein A. Uritam

SC 268 (BK 268) (PL 268) The History and Development of Racism (F, S: 3)

This course will survey historical forms which racism has taken in the United States and will identify past and present methods of opposing racism. Major content areas will include a study of European antecedents to racism in the U.S., including the developing of white attitudes toward people of color in Anglo and other societies. The institutionalization of racism during the Colonial period will be examined with emphasis on judicial decisions and legislative acts, and the development of the U.S. constitution. Other content will focus on the "peculiar institution" of slavery, the history of black protest, the abolitionist movement, Jim Crowism, and the development of the Web of Racism as an urban form of racism.

Horace Seldon

SC 278 (BK 278) The American Labor Movement and the Black Worker (F: 3)

This course will examine the intricate relationship between black workers and the organized labor movement, the love-hate affiliation between labor unions and civil rights organizations, on the one hand, and their unity of purpose on the other; the successes and failures encountered.

Issues covered will include the development of separate black labor movements, the use of black workers as strike breakers, President Roosevelt's Executive Order 8802 in June 1941, and the present involvement of blacks in the new municipal and white collar unions. In-depth attention will be given to the opposing philosophies of Booker T. Washington and W. E. B. DuBois, and the resulting impact upon the black worker in America.

Amanda Houston

SC 279 (BK 281) American Labor and Civil Rights Issues (S: 3)

The course offers a comprehensive analysis of the effects of government policy and employer and labor union practices on the status of black workers. The consequences of automation and technological change for black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban black population will be studied. We will examine the social characteristics of the stable black working class that has been central to black protest and to community institutions, and consider the history of the black worker within the changing context of racial conflict in American society.

Amanda Houston

SC 299 Reading and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. *This is not a classroom course.*

The Department

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SC 334 The Criminal Justice System on Trial (S: 3)

This seminar aims to present students interested in law with a critical examination of the procedures in the criminal court, including arrest, jail and bail, the role of judge and jury, the adversary process, plea bargaining, mediation, restitution and victims' compensation, conviction and sentencing, probation, pardon and parole. Court visits and interviews with, and lectures by, practitioners in the field will be scheduled. The worth of the course is determined by the degree of participation of the students. Instructor approval required.

Benedict S. Alper

SC 338 Probation: Theory and Practice, I (F, S: 3)

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult juvenile probation staff. *A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Written permission of instructor is required.*

Benedict S. Alper

SC 339 Probation: Theory and Practice II (F, S: 3)

Optional continuation of SC 338.

Benedict S. Alper

SC 340 Internship in Sociology (F, S: 3)

This internship is designed for students who wish to acquire practical work experience in a human service or social policy agency—whether private, or governmental, childcare facility, etc. Students will have the primary responsibility for locating their own placement setting; however, the Boston College Internship Program Office in the Career Center can be of help. Students planning to take this course should meet with the assigned professor as soon as possible.

Eve Spangler

SC 343 The Rip-Off Society (F: 3)

A critical inquiry into some of the illegal, inequitable and unethical practices of some of the major institutions in contemporary society such as the health industry, government, the military, banking, pharmaceuticals, the intelligence community, the defense industry, taxation, multi-nationals, the media, monopoly and anti-trust laws.

Benedict S. Alper

SC 345 Sociology of Religion (S: 3)

This course reviews the major lines of classical and contemporary sociological thinking on religious consciousness and religious practice. The course will examine 1) classical statements on religion and consciousness by Feuerbach, Marx, Durkheim, Weber, and Troeltsch; 2) contemporary theoretical initiatives in cultural studies, neo-Marxism, post-structuralism, and theology; and 3) current research studies on religion. The course will be taught at an ad-

vanced level but does not require previous work in sociology. Students in theology and religious studies are encouraged to participate.

Paul G. Schervish

SC 358 Internship in Mediation, Restitution and Victim Compensation (F, S: 3)

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see first hand the operation of these programs in the Greater Boston area and to participate in the conflict resolution process. One full day or two half-days a week are required. *Permission of instructor is also required.*

Benedict S. Alper

SC 378 Introduction to Social Work (F, S: 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modus operandi* of the settings in which social work is practiced.

Regina O'Grady-Le Shane

SC 399 Scholar of the College (F: 3)

The Department

SC 422 Issues and Topics in Criminology (F, S: 3)

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. *Written permission of instructor is required.*

Benedict S. Alper

SC 439 American Society in the Vietnam Decade (F: 3)

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern-day America, emphasis is on the structural roots producing the crises of the 1960s, the Vietnam Decade.

Seymour Leventman

SC 448 (BK 367) Racism and Ethnic Protest (S: 3)

Students will select for study from among such topics as the history and ideology of the black liberation movement in the United States, comparative ethnic protest movements, apartheid and the color line in South Africa, affirmative action and economic development programs as recent strategies of minority group advancement, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination.

Seymour Leventman

SC 468 (ED 349) Sociology of Education (S: 3)

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as: How does schooling influence socialization, the

social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationships between education achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies? It approaches these problems from the diversity of theoretical approaches and the diversity of applications of the sociological knowledge to the understanding of education.

Ted I. K. Youn

SC 491 Sociology of the Third World (S: 3)

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization.

Paul S. Gray

SC 509 Feminism and Methodology (F: 3)

This course examines a range of feminist and science literature which is concerned with issues of methodology. We address the following: 1) What are the basic assumptions concerning the scientific method in the existing social science literature? 2) Is there a feminist methodology? 3) To what degree is science a “cultural institution” influenced by economic, social and political values? 4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them? We will examine several research studies which employ a “feminist methodology” and those which do not.

Sharlene J. Hesse-Biber

SC 511 Fieldwork Methods (S: 3)

This is a course in the theory and practice of fieldwork. During this term you are asked to: learn something about the history and tradition of fieldwork; read examples of field studies and how others have done them; develop and sharpen your observation and analytic skills; plan and execute a project of your own in a local setting; keep a journal, and share your experiences with other students. Permission of instructor is required.

David A. Karp

SC 515 Women in Capitalist and Third World Economies (S: 3)

Until recently sociological studies of work devoted little attention to women. Similarly, theoretical analyses of work processes and structure have presented models of the work-world of men. This course provides an up-to-date description of women's market and non-market activities, their rewards and their problems. We will explore current theoretical and empirical research of work roles of women. We will analyze the gender inequalities among different sectors of the labor market, and how these are affected by the international division of labor.

Sharlene J. Hesse-Biber

SC 525 Medicine and Military Metaphor (F: 3)

Prerequisite: SC 001 or the permission of instructor.

This seminar explores the hypothesis that modern medicine in America has been greatly influenced by military institutions and strategies. Case examples will be drawn from World

War I, World War II and Vietnam, with emphasis on specific technological and organizational innovations. Cross-cultural and historical notions of mortality, morbidity, and the vulnerability and rehabilitation of the body will also be covered.

Jeanne Guillemin

SC 527 The Evolution of Culture (S: 3)

This course is an anthropological and sociological examination of symbolic life in the evolution of culture. Special attention will be devoted to sex and music in myth, folklore, stratification and political systems. The course will cover the origins of society in the life of the family and the tribe. Attention will also be given to cross-cultural studies of sex behavior and to the development of music from the earliest records of people creating rhythm and song to the more sophisticated orchestral work in the modern period.

Severyn T. Bruyn

SC 528 Concept of Evolution (F: 3)

This course is designed for students curious about stages of development of the world in which we live. We will look at the principles underlying evolution from the theoretical origins of the universe and the formation of particles, atoms, molecules, cells, organisms, and society. Our purpose is not to understand the technical dimensions of this development—studied separately in other departments of the University—but rather to examine the principles and the metaphors that help us understand the overall patterns and stages of change. We assume that the underlying explanation of the developing universe is social and symbolic. And we explore, briefly, the metaphysical idea that evolution continues in the development of new technology and extra-sensory perception.

Severyn T. Bruyn

SC 531 Social Control and the Postmodern (F: 3)

A thematic seminar on theoretical, methodological and political issues related to the emergence of postmodern society. An analysis of the control implications and of struggles for justice within the electronic image culture of advanced capitalism in relation to economic, heterosexist, racist and imperial hierarchies. A deconstructive reading of key fictional and social-scientific texts related to the narrative structuring of the “postmodern scene” of contemporary North America. Particular attention to the writings of Jean Baudrillard, Kathy Acker, Arthur Kroker, Toni Cade Bambara, Luisa Valenzuela and Luce Irigaray. A consideration of strategies of resistance and social change.

Stephen Pfohl

SC 532 Images and Power (S: 3)

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e., photography, film and video); sex and reproduction in the age of mechanical art; the avant-garde and “anti-art,” dada and the like.

Stephen Pfohl

SC 533 Sociology and Psychoanalysis (F: 3)

This seminar is located at the crossroads of psychoanalytic method and the sociological imagination. A critical reading of social-psychoanalytic themes pertaining to the transferential character of social gift-exchange, the ritual construction of gendered subjectivity, and

the role of unconscious symbolic drives in compulsively forming and repetitiously resisting the reproduction of economic, sexual and racial hierarchies. A consideration of Sigmund Freud's *Interpretation of Dreams*, Jacques Lacan's *Four Fundamental Concepts of Psychoanalysis*, Luce Irigaray's *Speculum of the Other Woman*, and Helen Cixous and Catherine Clement's *The Newly Born Woman*. Also texts by Marcel Mauss, Claude Levi-Strauss, Franz Fanon, Julia Kristeva, Georges Bataille, Jane Gallop, Jacques Derrida, Juliet Mitchell and Louis Althusser. Particular attention to the relations between psychoanalysis, feminism and Marxist criticism.

Stephen Pfohl

SC 542 Problems in the Latino Community: Advanced Research and Analysis (F: 3)

This seminar is designed to explore the social conditions of the Latino community in Boston. It is an attempt to organize basic information and general data about this community and the problems affecting it. A key objective is to gather information to build a profile of this growing and highly heterogeneous segment of the population which will be used to prepare a long-term research proposal aimed at studying the “political culture” of the Latino community in Boston.

At a different level, this seminar is also a direct exploration of the contradiction often experienced by critical scholars when dealing with questions of theory and action. It thus attempts to help students approach more systematically the complex relationship between the two aspects of praxis. Ultimately, the most important activity of the course will be the critical assessment of the role of theory in our efforts to intervene in social change.

Lisa Fuentes

SC 544 International Organizations (F: 3)

This course is designed for students interested in the social and political structure of world affairs. We will examine the role of world law, world government, a world court system, multinational corporations, the world organization of churches and other types of international organizations that bear on the issues of war and peace. While some students may be interested in exploring the complex structures of one such organization, the focus of the course will be on their interrelationships, their comparative structures, their normative life, and their conjoining influences as they serve potentially to lay the foundation for a world community.

Severyn T. Bruyn

SC 549 Social Theory and Social Policy (F: 3)

From the end of President Roosevelt's New Deal to the 1960's was a period of unbounded optimism in the belief that both public and private social policy could resolve America's (and the world's) social problems because of the country's wealth and political power. By the 1980s, this view was replaced by a general pessimism. This seminar will examine why this change took place and, especially, what impact it had upon the social theories which were the basis of earlier social policies. The seminar will consider new, more democratic, and more responsive theories and policies, as a response to the current malaise and general failure of most public and private social policies.

Ritchie P. Lowry

SC 550 Important Readings in Sociology (S: 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology.

Throughout the semester, discussion will center on the characteristics of these important researches. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

Eve Spangler

SC 555 Senior Honors Seminar (F: 3)

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus which is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Diane Vaughan

SC 556 Senior Honors Thesis (S: 3)

The Department

SC 561 Maternal and Child Health and Public Policy (S: 3)

This seminar deals with national and community-level problems in maternal and child health, and government approaches to their solution. Material will be presented on other industrial societies and developing nations. Current United States legislation of child health programs is covered.

Jeanne Guillemain

SC 563 Women and Politics in Latin America (F: 3)

This course is a feminist exploration into the condition of women in Latin America in order to understand those historical and political processes that affect the life and place of women in Latin American societies.

After a selected introduction to feminist questions and debates designed to provide a theoretical framework to organize ideas for discussion, we will analyze the lives of key women in Latin American history. The course ends with a discussion of the role of women in contemporary Latin American politics. The seminar is focused around a comparative perspective and attempts to contrast the experience of women in Latin America to that of women in the United States, Europe, Africa and Asia in order to understand broader social factors that affect gender inequality and our perceptions and attitudes about it.

Lisa Fuentes

SC 565 Organizational Misconduct and Control (S: 3)

This course will focus on the origin and control of misconduct by organizations: by units of government, nation-states, nonprofit and profit-seeking organizations. We will use the concepts of organizational behavior to see how misconduct and its control are related to 1) the environment; 2) the organization itself; and 3) government regulators.

Diane Vaughan

SC 578 Corporate Responsibility and Social Policy (S: 3)

Contemporary capitalism is in crisis as a result of the general lack of social responsiveness on the part of the corporate executives, shareholders, investors, and other economic constituencies. In response, movements have arisen in recent decades to respond to this crisis, including: socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider

the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

SC 590 Politics, Class and Patterns of Development in Latin America (S: 3)

This course compares patterns of economic and political transformation and the nature of middle class politics in Argentina, Brazil and Mexico. We will explore the interaction among key social actors, the political system, and the economic sphere within an historical perspective. Our primary focus will be on examining the contrasting political experiences of sectors of the middle class in these societies. The course is organized around four main themes: 1) the general theories of development and the general problematic of the state in late developing and dependent societies; 2) theses of debate on the middle class and their applicability to the Latin American reality; 3) social class and politics; and 4) historical transformation of the middle class in a comparative perspective.

Lisa Fuentes

Speech Communication and Theater

Faculty

Associate Professor Donald Fishman,

Chairperson of the Department
B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Adjunct Associate Professor Elena Ivanova,

M.F.A., University of Leningrad

Associate Professor J. Paul Marcoux,

Assistant Chairperson of Theater Studies
B.S., Fitchburg State College; M.Ed., Boston University; Ph.D., Northwestern University

Associate Professor Marilyn J. Matelski,

Assistant Chairperson of Communication Studies
A.B., Michigan State University; A.M., Ph.D., University of Colorado

Associate Professor Dorman Picklesimer, Jr.,

A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Assistant Professor Ann Marie Barry, B.S.,

M.A., Salem State College; M.S., Ph.D., Boston University

Assistant Professor Kevin M. Carragee, B.A.,

Adelphi University; M.A., Shippensburg State University; Ph.D., University of Massachusetts, Amherst

Assistant Professor Stuart J. Hecht, B.A.,

University of Michigan; M.A., Ph.D., Northwestern University

Assistant Professor Dale A. Herbeck, B.A.,

Augustana College; M.A., Ph.D., University of Iowa

Assistant Professor Denis Moran, S.J., B.A.,

Fordham University; M.F.A., Catholic University; M.Div., Woodstock College of Theology; M.Ed., Teachers College of Columbia University; M.Phil., Ph.D., Columbia University

Lecturer Gail Ann McGrath, A.B., Heidelberg University; A.M., Bowling Green State University; Ph.D., Boston College

Program Description

The Department of Speech Communication and Theater offers a major for undergraduates in two main areas: Communication and Theater Arts.

Majors in Communication must complete eleven courses (33 hours) in their program of study. SA 050, Formal Speaking in Public, and SA 106, Principles of Communication, are required for all students. Majors may complete the remaining nine courses in an elective fashion by selecting courses that meet their interest and objectives. Communication majors will be permitted to take only two courses in Theater to be counted as a part of their eleven required courses for the major. These two courses are SA 141, Oral Interpretation of Literature, and SA 316, Media Lighting. Only courses in Communication that are numbered between 001–099 may be used to satisfy the University Core requirement. These courses are SA 025, SA 050, SA 090, SA 095 and SA 098. The Department offers an honors program in Communication that begins in the second semester of a student's junior year. The honors sequence is a two-semester program. The first semester (second semester of the junior year) deals with data collection, research design, and framing research questions. The program culminates with the writing of a senior honors thesis during the first semester of the senior year. Students who wish to participate in the Department's honors program should have a cumulative grade point average of 3.4. The Department also encourages qualified students to enroll in the internship program in mass communication. The internship program is open to all Communication majors who have achieved a cumulative grade point average of 3.0 or better, and who have completed the prerequisite course work. (Prerequisites: SA 050, SA 106, and relevant courses in the area of interning. A minimum of six Communication courses must be completed before attempting an internship.) Majors begin their internships in the first semester of their senior year. **NB:** The curriculum for the Communication major is currently under review; major requirements for the Class of 1995 will differ from those detailed above.

The Theater program in the Department is designed to introduce students to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of drama. SA 075, SA 076, SA 143, SA 144, SA 145, and SA 146 are required courses for all theater majors. Eighteen credit hours or more may then be selected from the following four areas in the curriculum: 1) Performance, 2) Theater Production, 3) Theater History, Criticism, and Literature, 4) Advanced Theater courses. At least 2 courses must be chosen from the Performance area, and a student must have junior status before enrolling in the Advanced Theater courses. Theater majors will be allowed to take two Communications courses towards fulfilling their Theater requirements. It is strongly urged that majors meet with a faculty advisor in Theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities. Majors may pick up a complete descrip-

tion of the program from a theater faculty member or in the Departmental office.

It should be noted that only certain theater courses may be used to meet University Core curriculum requirements in the humanities. These are: SA 070, SA 075, SA 076, SA 077, SA 079, and SA 141.

Beginning with the class of 1991, no student who has reached junior status, and who has not completed a minimum of two courses in Communication, will be allowed to add a major in Communication.

Students interested in enrolling in a concentration in Speech Pathology and Audiology are encouraged to contact the Department of Special Education in the School of Education. That office can provide a course sequence which is designed to prepare students for graduate work in Speech Pathology and Audiology.

Course Offerings

Speech Communication

SA 025 Introduction to Communication (F: 3)

This is a survey course designed to introduce students to the main areas in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. Open to freshmen only. This is a Core course.

The Department

SA 050 Formal Speaking in Public (F, S: 3)

This course is intended to be an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course also is given to various modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance as well as theory course. This course is required for all communication majors. This is a Core course.

The Department

SA 098 Intercultural and International Communication (F: 3)

The purpose of this course is to focus on intercultural and international communication of today and tomorrow. The course will be divided into three basic areas: 1) subcultural communication in America; 2) intra- and intercultural differences in other societies; and 3) international communication—its successes and failures. Comparative broadcasting systems in each society will be discussed as well as case studies of specific countries.

Marilyn Matelski

SA 104 Interpersonal Communication (S: 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: 1) know self, 2) know others, and 3) know the message. Both verbal and non-verbal communication techniques are stressed.

Dorman Picklesimer, Jr.

SA 106 Principles of Communication (F, S: 3)

This course is designed to provide an examination of the evolution of the mass media. It explores the political, social, and cultural forces that have influenced the historical development of the media. Among the topics included are governmental regulation of the media, constitutional issues relating to the First Amendment, media economics, the character of mass media content, and the organizational decision-making process within the media institutions. This is a required course for all communication majors.

*Donald Fishman
Kevin M. Carragee*

SA 107 Voice and Articulation for the Electronic Media (F, S: 3)

This course is designed for students interested in building toward a level of vocalization acceptable for professional radio and television performance. Work is not appropriate for individuals with speech deficiencies. Focus will be on all aspects of voice production, including rate, pitch, volume, tone and articulation which adheres to General American standards. Transcription using the International Phonetic Alphabet will be employed as the basic tool.

*Gail McGrath
Bonnie Jefferson*

SA 208 Communications Law I (F: 3)

Communications Law I will cover the first half of the material in Middleton and Chambers, *The Law of Public Communication* (1988). This includes: 1) Public Communications and the Law; 2) The First Amendment; 3) Libel; 4) Privacy; 5) Intellectual Property; and 6) Corporate Speech. Communications Law I and Communications Law II will together provide an overview of legal issues which pertain to speech.

William Rooney

SA 209 Communications Law II (S: 3)

This course is designed to analyze a variety of issues in communications law. Among the topics to be examined are access to the media, broadcasting law, cable regulations and regulatory issues dealing with emerging technologies. Students who enroll in Communications Law II are not required to have completed SA 208, Communications Law I.

William Rooney

SA 213 Media Law (S: 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with 1) legal protection in broadcasting news and opinion 2) the right of access to the media 3) standards for judging the public interest and 4) cable television.

Donald Fishman

SA 234 (BK 234) Blacks in the Electronic Media (F: 3)

Media both shapes and reflects perceptions of reality. This course examines the roles and images of blacks in radio and television. It examines black participation in the radio and television industries in front of and behind the cameras and microphones. In addition, it examines the nature of the images of blacks communicated by the major media.

Fahamisha Patricia Brown

SA 320 Mass Media in the 20th Century (F: 3)

This course will examine the nature, scope and function of the mass media in America. Attention will be placed on both print and the electronic media, and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis in the course will be devoted to international issues, propaganda, and the differences between new and old journalism. Consideration also will be given to the broader themes that are raised by transformations in the media during the 1990s.

Marilyn Matelski

SA 321 Introduction to Radio (F, S: 3)

Areas to be studied include: audio theory, production techniques, radio station operation and radio programming. Practical experiences center on audio production and performance and commercial writing.

Marilyn Matelski

SA 322 Introduction to Television (F, S: 3)

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the planning and production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production skills in a television facility.

*Kevin M. Carragee
David Corkum
Paul Reynolds*

SA 323 Introduction to Journalism (F, S: 3)

An introduction to reporting for the print media, this course examines 1) techniques of interviewing and observation, 2) the news value of events, and 3) the organizational forms and writing styles used by newspapers. Course work includes weekly story assignments. Students will be expected to leave campus to pursue a story and to read a newspaper daily.

*Maureen Goss
The Department*

SA 332 Broadcast Writing (F, S: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news and sports, documentary, commercials and public service announcements, music videos, educational television, and writing for special audiences. A special emphasis will be placed on dramatic and comedy writing in the final third of this course.

*Patricia Delaney
James Dunford*

SA 348 Broadcast Programming (S: 3)

This course will examine programming and promotional strategies in radio and television. More specifically it will focus on developing media strategies to capture a particular segment of the mass audience, by analyzing competitive scheduling techniques, special vs. regular series programming, network-affiliate relationships, and the influence of broadcast advertising on programming.

Marilyn Matelski

SA 380 Public Relations (F, S: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations.

Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

Lynda McKinney Ashe

Robert Brown

Karen A. Kelly

SA 405 Intermediate Television (F: 3)

Prerequisite: SA 322 or permission of instructor. This course takes the principles learned in the course Introduction to Television (i.e. pre-production techniques, camera operations, directing, sound production, etc.) and adapts them to the field production setting. Students who are interested in EFP (Electronic Field Production), documentaries, advertisements, and corporate video presentations will be able to learn portable production as well as 1/2" editing techniques. They will also be able to discern similarities and differences between studio pre-production and remote pre-production procedures.

William Stanwood

SA 410 Film as Communication (F: 3)

This course will survey film techniques from early to contemporary film, focusing on how film communicates through content, editing, mise-en-scene and special film techniques as they are developed and manipulated by some of the world's most prominent directors. Preview lecture, film viewing and follow-up discussions will be held on films by Eisenstein, Chaplin, Welles, Riefenstahl, Polanski, and others.

Ann Marie Barry

SA 425 Broadcast News (F, S: 3)

The course will examine the creative and organizational processes that contribute to the construction of broadcast news. The aim of the course is to develop an understanding of the social, political, and economic forces that influence broadcast journalism. In addition, the course will explore the role of broadcast news in shaping our vision of international and domestic politics.

Kevin M. Carragee

SA 437 History and Criticism of American Public Address: 1865–1945 (F: 3)

This course is dedicated to the proposition that "History is made with words." Thus, this course will concentrate on the major periods of study from reconstruction after the Civil War to the end of the Second World War. Lectures and discussions will focus on the major personalities and their speeches. Students will integrate theories of rhetorical criticism with the speeches and the causes they support. Although not required for admission to the course, the completion of the Formal Speaking in Public and/or Rhetorical Criticism Course(s) is recommended.

Dorman Picklesimer, Jr.

SA 438 Contemporary American Public Address—1945 to Present (S: 3)

This course is the sequel to SA 437—although it is not necessary to have completed SA 437 to enroll in SA 438. This course concentrates on the major speeches and speakers who molded American thought from the Cold War to the present. Theories of rhetorical criticism will be integrated in the evaluation of major speeches selected by the students. Although not required for admission to the course, the completion of the Formal Speaking in Public and/or Rhetorical Criticism Course(s) is recommended.

Dorman Picklesimer, Jr.

SA 440 Introduction to Advertising (F, S: 3)

This course explores advertising as an institution in society, both as a marketing tool and as

a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising and the law, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research and the creative uses of various advertising media. Students will participate in the formulation of an advertising campaign plan. The course will require students to purchase special production materials for the final campaign project.

Ann Marie Barry

Christopher Cakebread

SA 443 Topics in Radio (S: 3)

This course is designed to provide increased understanding of the radio industry and its functions, including history, operations, programming, promotions, sales, etc. Case examples with particular attention to the Boston market will be used to supplement theory wherever possible.

No prior technical ability is required.

Patricia Delaney

SA 446 Novels Into Film (S: 3)

This course will explore specific techniques of literary and film analysis in relation to five different genres: horror/suspense, picaresque, detective/mystery, philosophical romance, and psychological allegory. A study of each literary work will be followed by a close analysis of a film based on that work, and discussion will focus on the translation of ideas into visual and verbal imagery, and on developing a critical understanding of the advantages and limitations of each medium in communicating ideas effectively.

Ann Marie Barry

SA 449 Advanced Television Production (F, S: 3)

This course will deal with the study and practice of television production, and will evaluate programs from conception to broadcast. Special emphasis will be placed upon the concept of visualization and creative design. The economics of television production and budgeting will be discussed as integral parts of program development.

Marilyn Matelski

SA 452 Advanced Advertising (F, S: 3)

This course is designed to promote an understanding of what constitutes effective creative work in advertising through the study and production of advertisements in a variety of media, including newspapers, magazines, direct mail, catalogs, and out-of-home vehicles. Students will produce creative work in both semi-comprehensive and comprehensive layouts, critique their own work and that of others, and develop a final creative campaign for inclusion in an advertising portfolio. Enrollment is limited; tools and production materials expense may be a consideration in electing the course.

Ann Marie Barry

SA 453 Advanced Journalism (F: 3)

Building upon the principles taught in Introduction to Journalism, students will learn to gather information and write about complicated subjects. This course focuses upon feature writing for newspapers and magazines. Weekly story assignments, regular newspaper reading, and leaving campus to cover stories are required.

Maureen Goss

SA 466 Debate Practicum (F, S: 1)

Prerequisite: Knowledge of contemporary debate practice, participation on the Debate Team, and permission of the instructor.

Advanced discussion and analysis of contemporary debate theory with an emphasis on paradigms, topicality, counterplans, trends in debate, and other specialized topics.

Dale Herbeck

SA 520 Media Workshop I (F, S: 3)

Prerequisites: Senior standing, 3.0 or better G.P.A. in the major with six communication courses, including SA 050 and SA 106.

This course provides senior communication majors with an opportunity to pursue a partial internship in the media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol and a field research paper will be required.

Gail McGrath

SA 521 Media Workshop II (S: 3)

Additional apprenticeship training in the media is available for departmental majors for a second semester.

Gail McGrath

SA 590 Introduction to Honors (S: 3)

Under this new arrangement, students wishing to participate in the Department's program in honors during their senior year will participate in this preparatory course in the second semester of their junior year. The professor who will handle this preparatory course will review research techniques, deal with scientific sampling and guide students in selecting a project which can be properly researched and reported in the first semester of the senior year. Each junior in the class will fully outline his or her proposal, select appropriate methods of inquiry and report probable sources before the course ends. Students who complete this preparatory course successfully may move on to SA 591 which is scheduled for the first semester of the senior year. Students entering honors must have a cumulative grade point average of 3.4.

Dale Herbeck

SA 591 Honors Program in Communications (F: 3)

Candidates for Department honors are those who have done high level work in SA 590. During the first semester of their senior year these students, with the guidance of a faculty member, will complete the proposal drawn in the previous course.

Dale Herbeck

SA 597 Readings and Research in Communications (F, S: 3)

Students are not encouraged to employ this course for anything but a very specific program, which must be approved by a faculty member.

Theater

SA 070 Introduction to the Theater (F: 3)

A survey course for non-majors; its major aim is to impart an appreciation of the theater as an artistic and humanizing experience. There will be discussion of the various elements which contribute to the development of theater as a specialized art form: historical and cultural influences; staging styles and techniques and the multiple genres of dramatic writing. This is a Core course.

Elena Ivanova

SA 072 Survey of Western Dramatic Literature (F: 3)

This is a survey course of Western Dramatic Literature, focusing on classic texts and ideas about the dramatic experience that have had a major impact on shaping Western thought. This is a Core course.

Denis Moran, S.J.

SA 075 History of Theater I (F: 3)

This course follows the simultaneous development of the actor, playwright, architect and director from the Egyptian theater through to the Elizabethan and Jacobean theater. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theater in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age. Given the range and detail of the material, lectures form the key element of the class. In addition to mastering lecture material, students are expected to read a series of primary source materials, including plays. This is a Core course.

Stuart Hecht

SA 076 History of Theater II (S: 3)

This course is a continuation of History of Theater I. It, too, follows the simultaneous development of the actor, playwright, architect, and director, but takes the story from the year 1642 on to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theater in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age. This is a Core course.

Stuart Hecht

SA 077 Modern Theater (F: 3)

In one sense, the purpose of the class is to review the development of modern drama, from its roots in Ibsen through to the present. In order to do this we will read some ten to twelve plays, including works by Ibsen, Chekhov, Shaw, O'Casey, Brecht, Pinter, Beckett, O'Neill, Shaffer, Simon and either Shepard or Mamet.

In another sense, this is a class in learning how plays work. We will examine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements. This is a Core course.

Stuart Hecht

SA 078 Twentieth-Century British Drama (S: 3)

A study of the theater of Bernard Shaw, Oscar Wilde, Tom Stoppard, Alan Ayckbourn, Simon Gray, David Hare, Peter Shaffer, Harold Pinter and Samuel Beckett. Attention will be given to the movement from a theater of realism through a theater of protest and absurdism to a theater of minimalism. The contemporary themes of homosexuality, feminism, gender confusion, Thatcherism and philosophy as seen through the 20th-century British dramatic tradition will be discussed. This is a Core course.

Denis Moran, S.J.

SA 079 (CL 202) Classical Greek Drama in Translation (F: 3)

Selected plays from 5th century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus*, and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

Of interest to students in the theater, En-

glish and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek. This is a Core course under the Speech listing only.

Dia M. L. Philippides

SA 141 Oral Interpretation of Literature (S: 3)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication. May be credited toward the major in Communication.

J. Paul Marcoux

SA 143-144 Elements of Theater Production (F: 3-S: 3)

In this course the major emphasis is placed on the practical application of theater technology. Classroom activity will be composed of an investigation of the theory and practice of technical theater production. The first semester will include a study of the physical theater, drafting for the stage, stage costume and makeup. The second semester will include a study of color, painting, properties, lighting, and sound.

Howard Enoch

Elena Ivanova

SA 145-146 Theater Production Labs I and II (F: 3-S: 3)

Laboratory required of all students enrolled in SA 143 and SA 144. One three-hour period per week.

The Department

SA 252 Creative Dramatics (F, S: 3)

Creative Dramatics is a discipline of theater and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. In-class workshops, emphasizing spontaneity and imagination, will be used to develop and reinforce these skills.

Joseph M. Larkin, S.J.

SA 302 Principles of Acting (F: 3)

Students of this course will be auditioned in the first two weeks to determine the type of acting experiences most appropriate to individual needs and experience. The class will then be divided to provide a degree of flexibility. Groups will work independently on concentration, observation, sense recall and related principles. On occasion, groups will re-form for special projects such as voice and body work, preparing a role and rehearsal techniques. The course does not pre-suppose acting experience but does take for granted a sincerity of purpose in learning about the actor's approach to the theater. Permission of instructor required.

Howard Enoch

Dennis Moran, S.J.

SA 303 Acting Workshop (S: 3)

This course pre-supposes some exposure to the actor's art and craft. The emphasis will be on scripted materials and improvisation as means of developing believability in a variety of roles. The student should be reasonably conversant with a wide spectrum of dramatic literature. Although not restricted to majors, this course is not recommended for students

unwilling to devote considerable time and energy to their own development as performers. Permission of instructor required.

Elena Ivanova

SA 304 Advanced Acting: Script Analysis (S: 3)

This course has a prerequisite of SA 302 or SA 303, as well as some stage experience. It takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes which are performed as "works in progress." Consideration is given to various acting styles as needed in period drama.

Permission of instructor required.

J. Paul Marcoux

SA 306 Play Direction I (F: 3)

A course in the fundamentals of script analysis, blocking and interpretation. Students learn through both lecture and practical application the basic skills which constitute the director's craft. Each student will direct four in-class scenes, each designed to master a separate aspect of the directorial discipline. In addition to scene work, the student is expected to write several brief papers outlining his or her conceptual and practical directorial approach to chosen works. Although not required, previous acting or other stage experience is strongly recommended.

Stuart Hecht

SA 307 Play Direction II (S: 3)

This course is built upon the foundation of skills and knowledge developed in Play Direction I. The student will here further refine skills acquired in the first course, and will also gain an understanding of the theoretical aspects of the director's craft.

Permission of instructor is required.

Stuart Hecht

SA 309 Design for the Theater (S: 3)

This course will provide the student with the basic principles of theater design. The theoretical aspects of the course will deal with major historical periods from ancient Egypt to the beginning of the 20th century. The student will be required to translate this theoretical knowledge into a practical application for a particular play, opera, or ballet. This course will also include a study of the techniques of rendering design in various media as well as working with three-dimensional models. The course is recommended for fine arts majors, theater majors and other students with an interest in design.

Elena Ivanova

SA 316 Shakespeare On The Stage (F: 3)

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theater, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called "problem plays." Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play actually works.

Stuart J. Hecht

SA 349 Speech for the Stage (F: 3)

Emphasis in this course is placed on the proper execution of speech in conjunction with theatrical characterization. Personal development of good speech habits will be encouraged. In addition, theory and practice of the analysis of vocal demands for theatrical characters is pursued in great detail. The theory of phonetical analysis of dialect, the use of vocal range, and the control of the speech instrument are also among the key areas of concern in this course.

Alice Mamarchev

SA 360 Theater as Art (S: 3)

This is a reading and reflection course in the aesthetics of the drama as perceived in critical theories of dramatic literature. The major dramatic criticism from Aristotle's *Poetics* to Jan Kott's *The Theatre of Essence* will be treated in an attempt to develop an understanding of the philosophies of art (aesthetics) underlying the dramatic form. In addition to critical texts, four dramas, one each of Sophocles, Shakespeare, Shaw and Pinter will be treated.

Denis Moran, S.J.

SA 459 Dance: History and Performance (F: 3)

This lecture-lab course offers the experienced dance student an opportunity to explore in depth dance as an art form. Through readings, films and concerts, the student will be exposed to the various periods of dance: Renaissance, Romantic, Classical, Modern, and Contemporary. Students will be expected to choreograph and perform their own works as well as those of professional choreographers.

Robert VerEecke, S.J.

SA 463 Ritual and Performance (S: 3)

Theater and dance have their roots in ritual and religious expression. Using the elements of ritual, (myth, story, movement, dance and music) this course explores the performance experience. Primitive myth and ritual, Greek theater, liturgical drama and dance, musical theater with ritual elements, will be studied and worked with to deepen the student's experience of ritual and performance. The course is open to all who are willing to develop or discover their performing skills in theater and movement.

Robert VerEecke, S.J.

SA 464 Experimental Theater (F: 3)

An intensive study of several European playwrights who have helped to establish trends in the contemporary theater. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as theater of the absurd, theater of the grotesque, theater of cruelty, theater of ritual, and others.

Robert Bouffier, S.M.

SA 506 Theater Practicum (F, S: 3)

A tutorial designed for theater majors, this course provides an opportunity for the serious student who wishes to pursue a creative project to its conclusion. The project must be approved by the theater faculty and is restricted to acting, directing, designing or production stage managing. Goals are established jointly by the student and a member of the theater faculty and performance is the usual final criterion for evaluating the student's work.

Proven ability in the project area is a prerequisite.

site; permission of the theater faculty is required.

J. Stuart Hecht

J. Paul Marcoux

SA 592 Honors Program in Theater (F: 3)

Candidates for the department Honors program are selected in the first semester of the senior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to SA 593 which is scheduled for the second semester of the senior year.

J. Stuart Hecht

SA 593 Honors Program in Theater (S: 3)

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

J. Paul Marcoux

SA 598 Research and Reading in Theater (F, S: 3)

Prerequisite: Senior standing and 12 credit hours in theater.

The Department

Theology

Faculty

Professor Stephen F. Brown,

Chairperson of the Department
A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Professor Lisa Sowle Cahill, A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Professor Robert Daly, S.J., A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Professor Donald J. Dietrich, B.S., Canisius College; M.A., Ph.D., University of Minnesota

Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Adjunct Professor Margaret Gorman, R.S.C.J. B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

Professor Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Professor Matthew L. Lamb, B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster

Professor William W. Meissner, S.J., University Professor of Psychoanalysis, B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

Adjunct Professor Sebastian Moore, O.S.B. S.T.D., Saint Anselmo, Rome

Professor PHEME PERKINS, A.B., St. John's College; A.M., Ph.D., Harvard University

Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Associate Professor Francis X. Clooney, S.J., A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Associate Professor Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Charles C. Hefling, A.B., Harvard College, B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Associate Professor Robert P. Imbelli, Director of Institute of Religious Education and Pastoral Ministry; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Adjunct Associate Professor Claire Lowery, A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Associate Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor Louis P. Roy, O.P., B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Adjunct Associate Professor Francis P. Sullivan, S.J. A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Associate Professor Thomas E. Wangler, B.S., LeMoyne College; M.A., Ph.D., Marquette University

Associate Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Assistant Professor John A. Darr, A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor Pamela E.J. Jackson, A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

Assistant Professor Stephen J. Pope, A.B., Gonzaga University; M.A., Ph.D., The University of Chicago Divinity School

Assistant Professor Ellen M. Ross, A.B., Princeton University; M.A., Ph.D., University of Chicago

Adjunct Assistant Professor James Rurak, A.B., Bates College; A.M., Ph.D., University of Chicago

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Program Description

Theology is the academic discipline concerned with the realities affirmed by religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically on the Roman Catholic tradition.

The courses offered by the Department are grouped into four categories: biblical; historical; ethical and social-scientific; and comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

1) *a liberal arts goal* of fostering awareness of the religious roots and background of our culture, for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons; 2) *a specifically theological goal* of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition; and 3) *a religious or confessional goal*, explicit in some—though not all—courses, of exploring a particular tradition “from the inside,” healing negative encounters with religion, inviting commitment and belief, and the like.

Which of these goals are emphasized in a given course can often be determined from the descriptions which follow; but students are welcome to consult with the professor concerned if clarification is needed.

The Course Offerings

The Department distinguishes five levels of course offerings: 1) *Core*—introductory, and designed for the fulfillment of the University's basic Theology requirement; 2) *Level One*—introductory, but not fulfilling the Core requirement; 3) *Level Two*—advanced undergraduate, more specifically aimed at minors and majors; 4) *Level Three*—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically professional; 5) *Graduate*—offered exclusively for professional and graduate academic theological formation.

The Core Program

The University's Core requirement in Theology, six credit hours, may be fulfilled by taking two three-credit courses at the core level; by taking a two-semester sequence of courses at

the same level; or by taking one of the twelve-credit, full-year courses that fulfill the Core requirement in both Philosophy and Theology.

1. *Two three-credit courses.* Students who select this option should choose one core course with broad introductory aims (such as TH 050, TH 060, TH 150, TH 151) and one core course that concentrates on a more specific topic or approach.
2. *Two-semester sequence.* This option includes six-credit, full-year courses and courses which are taught over two semesters, but which may also be taken in the second semester alone, enrollment permitting, and joined to a course from option 1) to complete the theology requirement.
3. *Twelve-credit courses.* There are two of these Philosophy/Theology courses: PL/TH 090–091, “Perspectives on Western Culture”; and PL/TH 088–089, “Person and Social Responsibility” (for PULSE Program students only).

The Major in Theology

There are two tracks within the Major:

Track I. The Study of Theology: This track is designed to enable the student to explore the Christian tradition and the ways in which Christians have lived and thought and expressed their faith. The ordinary requirements for this track include ten courses, distributed as follows:

1. Five introductory (Core) courses, one each in Old Testament, New Testament, systematic/doctrinal theology, ethics, and church history. The Perspectives Program, TH 090–091 (PL 090–091) is recommended and fulfills two of these introductory requirements;
2. Four electives (Levels I, II, or III), of which one is to be in biblical studies and one in systematic/doctrinal theology; the other two should be chosen in consultation with one's major's advisor;
3. The Majors' Seminar, designed to help majors synthesize their course work, identifies key themes and questions and areas in need of further study. This course is offered each fall, and may be taken by senior or junior majors; it is recommended that sufficiently-advanced students take the seminar in their junior year.

Track II: The Study of Religion: This track is designed to enable the interested student to explore the nature of religion and the variety of ways in which people have expressed and practiced their religious beliefs. Given the particular strengths of the department, this can be done most readily with reference to the Christian tradition, but students are urged to design a program which suits their specific questions and interests, drawing as well on the experiences and beliefs of other religions. The ordinary requirements for this track include ten courses, distributed as follows:

1. Two introductory (Core) courses: when possible, courses should be chosen which introduce the larger questions of the study of religion;
2. The introduction to the study of Religion, TH 316, (Level I);
3. Three thematically-related electives (Levels I, II or III): in consultation with the Majors' Director, the student will identify a key theme—e.g., the philosophical basis of religion, the role of sacred texts in religion, religion and the arts, comparative religion,

etc.—and take three courses (offered by the Theology or other departments) which focus on this theme.

4. Three additional electives (Levels I, II or III), which support or amplify or usefully contrast with the other upper-level courses taken;
5. The Majors' Seminar (as described in Track I above).

Majors in both tracks are encouraged to work with other departments in cross-disciplinary study. Students in the School of Management and secondary-education majors in the School of Education can major also in Theology, and Theology majors can concentrate in education in the School of Education.

The Department's membership in the Boston Theological Institute allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

The Minors in Theology

The Minor in Biblical Studies

This minor provides a special concentration in Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. For more information contact Prof. Anthony Saldarini, Theology Department, Carney 417 (X3880).

The Minor in Church History

This minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper-level courses, the student can focus study on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the Theology and the History departments.

For details of the requirements for the Church History minor, refer to the “Minors” section under the College of Arts and Sciences section of this Catalog.

The Minor in Faith, Peace and Justice Studies

Faith, Peace and Justice studies are part and parcel of the mission of a Jesuit university “to help to prepare young people and adults to live and labor for others and with others to build a more just world.” This concern for a peaceful world based on justice reflects the wider Christian and Catholic stance on the crucial issues of peace and justice.

The interdisciplinary minor allows undergraduates to explore the pursuit of peaceful solutions to domestic, national and international conflict.

For details of the Faith, Peace and Justice Studies minor, refer to the “Minors” section under the College of Arts and Sciences section of this Catalog.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Prof. Charles Hefling.

The Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

Additional details about the 1990–91 Joseph Gregory McCarthy Lecture Series can be obtained from the Department of Theology.

Course Offerings

Core—Biblical

TH 005 Genesis: A Jewish Interpretation (F: 3)

An introduction to biblical literature through detailed study of the ethical, religious, and cultural significance of its primary book. *This course is funded in part by the Jewish Chautauqua Society.*

Albert Goldstein

TH 009 Fundamentals of Judaism (F, S: 3)

This course deals with Jewish Theology and the manner in which it is expressed in life. Personal, communal, calendaric and ritual aspects of Jewish living are presented and discussed.

*Samuel Chiel
Murray Rothman*

TH 021 Introduction to the Old Testament (F, S: 3)

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible (Christian Old Testament). Focus will be on major biblical concepts such as creation, election, and covenant, with some attention to their development within the prophetic and wisdom traditions.

*J. Cheryl Exum
Philip King
Martha Morrison*

TH 050 Introduction to the New Testament (F, S: 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the Early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

*John Darr
John F. X. McKeon
Anthony J. Saldarini*

Core—Historical

TH 116 Evangelism in the Early Church (F, S: 3)

The mission of the church in antiquity, i.e., the rise and diffusion of Christianity in the Roman empire to A.D. 500. The evangelization of the Roman empire, one of the turning points of history, is a subject of permanent and universal interest. We are transported to an ancient battlefield, but the cause is our own. The confrontation between Christianity and paganism was a vital one, touching the origin, essence, authority, and power of the gospel. This subject will be investigated on a theological and historical plane.

Margaret A. Schatkin

TH 145 The Christian West in the Industrial Age (F: 3)

Beginning with the French Revolution, this course will focus on the response of Christian communities to the forces of industrialization, urbanization, nationalism, and colonialism. Developments in the church's self-understanding, popular piety, the relationship of church and state and social reform will be considered. Renewals in biblical, historical, and liturgical studies and the ecumenical movement will be traced from their nineteenth-century roots to the deliberations of Vatican II.

Francis P. Kilcoyne

TH 150 The Christian Community: A History to 1500 (F, S: 3)

A one-semester survey of the history of Christianity to 1500 A.D. The purpose of the course is to introduce students to major elements in the Christian tradition from c. 150 to 1500 A.D. We will focus on the areas of Christian life and practice with some attention to Christian thought. Topics we will study include: development of church organization and structure; monasticism; papacy and relationship to civil institutions; heresy; medieval piety and culture; mysticism; reform movements.

*Paul Crego
Ellen M. Ross*

TH 151 History of the European Christian Communities: Reformation to the Present (F, S: 3)

This course will trace the development of the Christian community from the Reformation to the present. The course will highlight the Protestant and Catholic Reformations, the interrelationship existing between the religious and the socio-political environment, and the emergence of Vatican II and its Catholic as well as ecumenical consequences.

Donald J. Dietrich

TH 154 (CL 154) History of Eastern Orthodoxy (S: 3)

This course covers the events leading to and reinforcing the East-West split in Christianity from 1054. Those pre-1054 events which contribute to the self-identification of Orthodoxy, such as the Ecumenical Councils, will also be covered. The historical and geographic development of Orthodoxy (Russia, E. Europe, Georgia, etc.) will be traced along with its contacts/conflicts with Islam and with Roman Catholicism (and later Protestantism). Topics important to the self-understanding of Orthodoxy, including the centrality of the liturgy, ecclesiology, the concept of tradition, and cultural identity, will be considered.

Paul Crego

TH 164 Religion in America: A Survey (F, S: 3)

This course will begin with an attempt to define religion as a form of human behavior, and then trace the varieties of such behavior in the histories of the major religious denominations of the United States as well as in an American civil religion.

*John McDonald
Thomas Wangler*

Core—Ethical and Social Scientific

TH 074 Christian Social Ethics (F, S: 3)

This course provides a basic introduction to Christian social ethics. The first half of the course will outline the sources and principles for Christian social ethics and compare these approaches with the basic alternatives offered by contemporary social philosophy, such as Marxism and liberal democracy. The second half of the course will investigate selected social problems, especially abortion, separation of church and state, economic justice and racism.

*John F. X. McKeon
Jonathan Mills*

TH 088–089 (PL 088–089) Person and Social Responsibility (F: 6–S: 6)

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program and participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse only.

The Department

TH 160 (UN 160) The Challenge of Justice (F, S: 3)

Core for those in the Faith, Peace and Justice Program. It is the purpose of this course to lay the groundwork for a basic understanding of the relationship that exists between justice and peace considered within the context of faith. Readings and discussion focusing upon the Catholic, Protestant, Jewish, Islamic and Secular Humanist traditions will lead to a broader and more critical understanding of what is meant by "faith," "justice," and "peace." The methodology of the course is as follows: lectures on the theory surrounding the three concepts; selected readings on the classical, medieval, modern, and contemporary understandings of the three concepts; a practical project to be explored by each student as an attempt to apply the theory to contemporary challenges to the concept of justice. Even though the course is a basic requirement for those who wish to become part of The Program for the Study of Faith, Peace and Justice, it is also open to students who have a serious interest in problems related to the formation of a just society. Those who complete this

course will fulfill their Core requirements in either philosophy or theology. *Matthew Mullane*
James A. O'Donohoe

TH 206 Relationships: A Way to Know God (S: 3)

The search for intimacy is a major developmental task of young adulthood, indeed of all of life. Intimacy is multi-faceted, and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God but through those whom we see and know? Human relationships have the potential to reveal God's presence in a dynamic and reassuring way. For Christians, Jesus is the manifestation of God in human experience. All life, in turn, is sacramental; therefore, as Christians, we realize that all human encounters contain the possibility of imaging God's relationship to us.

A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, love, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

Readings from theology and psychology and works of fiction will be included. The approach will be integrative of human experience with theoretical materials in the course. Evaluations will be based upon critical thinking, discussing and writing. *Joseph Marchese*

TH 244 Faith and Identity (F: 3)

This course approaches faith as a universal human process of meaning-making, whereby individuals and communities relate themselves to the ultimate conditions of their existence. As a dynamic, life-long process, faith is intimately related to the development of a sense of self. In other words, our deep answers to the question, "Who am I?" are closely connected to our explicit and implicit, conscious and unconscious, answers to the question "Who or what is trustworthy in my life?" The resources of both psychology and theology are brought to bear on exploring this relationship.

H. John McDargh

TH 252 Identity And Commitment: A Theology for Shaping a Life (F: 3)

This will be a theological attempt to grapple with issues of identity and commitment in response to the upwardly-mobile track so many of our graduates and students aspire to and are influenced by. The continuing formation of identity in early adulthood and the consolidation of this awareness will be explored in deciding to whom and to what I will commit myself. Topics of power, service, sexuality, career, lifestyle, success, intimacy and death, etc. will be considered as fundamental to the field of human vocation. Questions of how we deal with these issues in our lives will be considered as pivotal in forming a mature Christian way of life. The assumption underlying the course is that every Christian has a vocation, although not necessarily ordained or a member of an official religious community of women or men. The vocation arises from a Christian's baptism

and the call of the sacrament to be ministers of the gospel—a priestly people. This vocation is more than an occupation or a profession. Commitments will be examined as ways of living out one's vocation. The skills and opportunities for professional life and work life will be seen in light of the "call" in baptism.

Joseph Marchese

TH 280 Conflict Management: Principles and Methods (F: 3)

The course will concentrate on the obstacles to negotiated settlement of communal and international conflicts, the dynamic of distrust, anxiety, scapegoating, apathy and violence as responses to the issues of conflict, and how to bring the participants in a conflict to the point of engaging in negotiation. Techniques of negotiation will be dealt with as well, but with emphasis on the obstacles that have to be overcome before the parties are prepared to enter negotiations. The principles treated have application to other levels of conflict, besides these communal and international ones, such as family and marital conflict, community relations, and labor-management disputes. This application and the origin of many of the techniques of conflict management in these fields will be treated, but the instructor's experience is primarily with the communal and international conflicts, and this will be reflected in the course.

Raymond G. Helmick, S.J.

TH 284 An Introduction to Catholic Theological Ethics: Part I (F: 3)

It is the purpose of this course to introduce the college student to the discipline known as Catholic theological ethics. Specifically, it will 1) investigate the nature and scope of Catholic theology; 2) sketch the historical development of Catholic theological ethics; 3) examine the Catholic understanding of the human person in order to be able to comprehend the moral obligations flowing from it. This course is continued in the spring with TH 294.

James A. O'Donohoe

TH 289 Christian Ethics: Foundations and Applications (S: 3)

An introduction to Christian ethics including both historical and contemporary authors. Topics will include war and peace, sexual ethics, and medical ethics

Lisa S. Cahill

TH 294 An Introduction to Catholic Theological Ethics: Part II (S: 3)

This course will complete the study of material begun in TH 284. It will attempt 1) to analyze the nature and problematics of objective moral norms; 2) to examine the nature and function of personal conscience as the ultimate subjective norm of morality; 3) to develop a Christian understanding of the notion of sin; 4) to develop some insights into the nature and formation of moral character. *James A. O'Donohoe*

TH 295 Christian Ethics for Health Care Professionals (F, S: 3)

This course is designed in a special way for those interested in pursuing careers in the field of health care. It is introductory in nature, and will attempt to present ethical theory as it has been developed within the context of the Judaeo-Christian tradition. It is also practical in nature. Ethical theory will be complemented by the case studies of some of the basic problems which contemporary society occasions for health care professionals. Those who complete the requirements of this course will

satisfy one of their Core requirements in theology. Preference is given to Nursing and Pre-Med students; the course is open to other students (on a space-available basis) by permission of instructor only.

Raymond Devettere
James A. O'Donohoe

TH 298 Law, Medicine and Ethics (F, S: 3)
This course is offered for pre-med, pre-law, pre-dental, and other allied health profession students and is designed for sophomores, juniors, and seniors.

A study of the legal and moral aspects of selected issues in medicine: informed consent, sterilization, organ donation, compulsory medication, allocation of scarce resources, death and dying, national health insurance options, etc. The subject matter will be taken primarily from actual court opinions. The analysis will draw on medical, theological, and ethical materials. *Enrollment is limited to 25 students.*

John J. Paris, S.J.

Core-Comparative and Systematic or Doctrinal

TH 060 Introduction to Christian Theology (F, S: 3)

This course will begin with an analysis of religion, reason and faith, and the problem of God. Christianity will be approached through a consideration of Jesus in the New Testament, the development of Christian beliefs, the Christian church and sacraments. Readings will include both original sources from the Bible and theologians and introductory books to aid the beginning student in reflection on the theological topics above. There are no prerequisites for this course.

James Ayers
James LeGrys
Joseph Nolan
Cornelia Schuetz
Catherine Siejk
Michael Stebbins
W. Andrew Wimmer

TH 072 Sacraments and Ministry (S: 3)

The course will cover three principal areas: 1) The variety of forms of church order found in the New Testament and early Patristic writings. Conclusion: an actual plurality of forms for establishing the reality of sacraments and ministry in the earliest experience of the Christian community. 2) The necessity of preserving adherence to church order, particularly in the matter of sacraments and ministry, based on the requirement of visibility, so that the Church can carry out its mission as an historical community of faith. Conclusion: the discarding or derogation of legitimate church order leads to anti-ministry, anti-sacrament, anti-church attitudes. 3) Criteria for discerning the reality of sacraments and ministry in those communities separated from the traditional sources of order in the Church. The history of this discussion, especially in recent years, will be followed, with particular attention to the recent documents and strictures from the Congregation for the Doctrine of the Faith.

Raymond G. Helmick, S.J.

TH 080 God and Revelation (F, S: 3)

The basic predicate of Christianity is that God has made Himself known to humankind in a way which we could never attain ourselves. This course will consider the possibility of His revelation, its form, its summit in Jesus Christ. It will then consider special questions such as

revelation in the Church, Scripture and Tradition, and the nature of Theology.

Patrick Ryan, S.J.

TH 085 Faith, Reason and Revelation (F, S: 3)

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

David F. Carroll, S.J.

TH 090–091 (PL 090–091) Perspectives on Western Culture I, II (F: 6–S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

TH 099 (BK 112) Introduction to Black Theology (F, S: 3)

This introductory course promises to be an illuminating journey into the alternative theological understanding of African-Americans. It will attempt to chart the social/historical development of theology in the context of the black community from pre-slavery to the present by examining the theological expression therein.

Andre Craddock-Willis

TH 102 (BK 115) Contemporary Black Theology (S: 3)

This course intends to provide a glimpse across the panoramic landscape of recent and contemporary Black Theology. It will survey the Black Theological activities and writings from the civil rights years to the present, concentrating on the academic debate within Black Theology.

Students are required to commit themselves to understanding contemporary Black Theological expression, and supplement this theology with new ideas, inquiries and insights.

Andre Craddock-Willis

TH 107 (BK 120) Religion in Africa (F: 3)

The course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions to Africa will be discussed. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in changing Africa.

Aloysius Lugira

TH 108 (BK 121) Christianity in Africa (S: 3)

This course is intended to give a historical bird's-eye-view of Christianity in Africa. While Christianity in general will be touched on, emphasis will be laid on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will

be considered for the purpose of visualizing the future role of Christianity in changing Africa.

Aloysius Lugira

TH 153 Introduction to the World of Islamic Religion (S: 3)

This introductory course on Islam will acquaint the student with the principal tenets of Islam, the texts of the faith, a brief history of the founding, development and chief personalities of the faith, the emergence and development of sectarian branches, the emergence and development of mysticism in Islam, Islamic law and philosophy and, finally, Islam in the modern world. Sections of the course will focus on the Qur'an and the Hadith literature, the prophet Muhammad, the setting in Mecca and Medina, Shi'ism and other principal sects, Sufism, "folk" beliefs, the schools of Islamic law, and the variety of present-day Islam.

The course will explore Islamic notions of prophecy, piety, heresy, salvation, tradition, mysticism, and authority (both religious and political). The course will also compare key concepts or notions in Islam with like concepts in Judaism and Christianity. Readings will include selections from the Qur'an, the Hadith literature, and the writings of Muslim thinkers.

Matthew S. Gordon

TH 168 Gods and Goddesses of India (F: 3)

An introduction to religion, the Hindu religion, and the comparison of religions, through a study of some of the most important Indian gods and goddesses, as they are portrayed in Hindu mythology, ritual practice, and theology. Topics include: the development of Hinduism as a religion; the logic of polytheism; the nature of Hindu atheism; the divine as male and/or female; the significance of male and female distinctions in religion; the relationship between morality and religion; the relationship of mythology, ritual and theology; and comparison of religions. Can be taken with or without TH 177. *Francis X. Clooney, S.J.*

TH 177 Holy Men and Women of India (S: 3)

An introduction to religion, religion in India, and the comparison of religions, through a study (in myth and history) of the lives and teachings of some of India's most famous holy men and women, from the Buddha in 500 B.C. to Gandhi and Krishnamurti in the 20th century. Topics include the idea of "the holy" and the holy person; concepts of human nature, male and female; the relationships between society and the individual; religion and "ordinary life;" psychological health and holiness; the function of "the radical" in religion; Hinduism and Buddhism as traditional and modern religions; Hindu and Buddhist ideas regarding suffering; the "spiritual path" and human destiny. Can be taken with or without TH 168. *Francis X. Clooney, S.J.*

TH 185 Catholic Theology of Marriage (F, S: 3)

This course will seek to examine the meaning of marriage in Catholic theology and to investigate the relevance of the theological data for contemporary humanity in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.

Patrick J. Ryan, S.J.

TH 190 Christians at Worship I (F: 3)

The emergence of Christian patterns of worship from their roots in Judaism, through their development in the late Middle Ages. How early and medieval Christians baptized, celebrated the Eucharist, developed ways of praying together, and a calendar of feasts, including attention to the Christian East. Discussion of how cultural and historical situations helped shape the Christian understanding of God, and how that understanding was expressed in worship.

Pamela Jackson

TH 191 Christians at Worship II (S: 3)

Investigation of the forms of worship resulting from the Protestant and Catholic reformations; how older traditions of worship were adapted to meet the needs of life in the U.S.; how the Liturgical Movement has affected both Catholic and Protestant worship in the last two decades, especially the reformed rites coming from Vatican II. The course will familiarize students with the liturgical books of their worshipping community and consider the role of the laity in worship.

Pamela Jackson

TH 201 Becoming a Christian (S: 3)

Entry into the Christian community has, since the early church, involved the sacraments of Baptism, Confirmation, and Eucharist. The course will introduce students to the historical development of the theology and celebration of these sacraments from the first century of the Christian era to the present. It will trace the emergence of the different traditions of theology and practice which emerged at the time of the Reformation and consider the state of these sacraments since Vatican II.

Francis P. Kilcoyne

TH 210 Foi en Dieu (Faith in God) (F: 3)

Permission of the Romance Languages Department (The Immersion Program) required. The course consists of discussions on texts written by French religious authors: Bossuet, Pascal, Voltaire, Rousseau, Chateaubriand. Students will study present-day religious experiences. They will finally examine what are the basic components of the act of Christian faith.

Students must be able to speak French. They will also have to display an interest in analyzing the thought of authors who are often philosophically minded. In general, the teacher will not lecture, but will presuppose that students have attentively read the texts, noted their difficulties in understanding them, answered definite questions given beforehand, and are willing to take part in the class discussions.

Everything will be done in French.

Louis P. Roy, O.P.

TH 213 Foundations of Catholic Theology I (F: 3)

Since Vatican II, how much, and in what specific ways has the understanding of the Catholic faith changed and/or remained the same? The overall Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions will be considered in the light of Vatican II.

Topics to be discussed: Catholicism in Crisis; The Mystery of Existence (What does it all mean? What is life's meaning? Who am I? and the like); The Answer of World Religions; Israel as a Special Answer; Faith, Belief, and Theology; The Bible as God's Word in Human Words; The Life, Death, and Resurrection of

Jesus Christ as the Christian Answer; The God of Jesus; Sacraments; Special Questions.

This course is best taken as a two-semester series with TH 214, but this is not an absolute requirement.

Harvey D. Egan, S.J.

TH 214 Foundations of Catholic Theology II (S: 3)

Since Vatican II, how much, and in what specific ways has the understanding of the Catholic faith changed and/or remained the same? The overall Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions will be considered in the light of Vatican II.

Specific topics are: Resurrection, Ascension, Pentecost, Charismatic Phenomena, Death, Purgatory, Hell, Demons, Possession, Superstition, Sin (Original and Personal), Heaven, the Church, Special Ecclesial Questions, Sacraments, Mariology, Ethics, Spirituality, Eschatology, a Synthesis. A brief introduction to the last half of the biblical books.

Foundations of Catholic Theology I is suggested, but not required.

Harvey D. Egan, S.J.

TH 217–218 Catholicism I, II (F: 3–S: 3)

An introductory examination of the foundations of Catholic theology from an historical, doctrinal and ecumenical perspective. The major themes throughout this two-semester course are: God, Scriptural Revelation, Jesus, the Church, Sacraments, and Christian Morality/Spirituality.

Robert Braunreuther, S.J.

Thomas H. Groome

Mary Kay Oosdyke, O.P.

TH 221 Christian Imagination (S: 3)

An introduction to theologies of beauty. The course will consider how Christians sought to present the figure of Jesus Christ through the creation of beautiful color, beautiful language, beautiful sound, beautiful space and motion. Under each topic, the art of painting, poetry, music, liturgy, will be considered as ways of creating for the believers an experience of Jesus Christ as He was and is cherished as the center of belief. Also under each topic will be considered the conflicts Christians felt concerning the artistic presentation of religious experience. The ultimate purpose of the course will be to draw some conclusions concerning theologies of beauty in Christianity.

Francis P. Sullivan, S.J.

TH 231 Christian Mission (F: 3)

A study of the spiritual conquest of Aztec Mexico by Spanish Christianity in the 1600s, and of the theological principles used to justify that conquest and also to indict it. The iconographies of both religions will be presented to provide the basis for course reflections. The important texts of the religions in conflict will also be presented so the differences in religious vision can be understood. Lastly, the course will bring out the reasons why Christian missionaries chose aesthetic means as primary to convert the Aztec, and why those means were nullified by colonial behavior.

Francis P. Sullivan, S.J.

TH 243 God and Modern Consciousness (F, S: 3)

In this course, we investigate desire, which is the root of all that we do and suffer. We attempt an adequate psychology of desire, which sees the whole course of a person's life as the progressive liberation of desire, from its narrow beginnings in infancy to its final consum-

mation in divine union. The progression is through a series of growth-crises involving the dying of ego in its present form, so that a fuller life can be reached. Finally, we bring all this to a focus in the person of Jesus, in whom desire, unimpeded by the refusal to be oneself that pervades all cultures and societies, and creates the darkness of our condition, progresses through a series of ego-deaths culminating in the crucifixion. The whole purpose of the course is to come to understand the experience of the disciples on seeing the risen Jesus as a definitive liberation of desire out of the uniquely awful form of ego-death into which they had been thrown by the crucifixion after having tasted the full liberation of desire through intimacy with Jesus. Christianity is predicated on a liberation of desire that takes us beyond the fear of death, and inspires us to transform this world. The course tries to use every possible resource of psychology and literature to throw light on the great mystery that is at the heart of our history.

TH 272 The Nature, Dignity and Destiny of the Human Person (F, S: 3)

This course deals with the Theological Virtues, especially Faith; and with the Cardinal Virtues, especially Prudence, Justice, Temperance.

Felix Talbot, S.J.

TH 275 On Love and Friendship (F: 3)

Lecture course to study the reality of human and divine friendship from the modern point of view as presented by Rousseau's *Emile* and de Tocqueville; from the ancient philosophical viewpoint as presented in Plato's *Lysis*; and then from the Christian perspective and presented in the New Testament and B. Lonergan's essay, "Finality, Love, Marriage."

Frederick Lawrence

TH 278 Communicative Reason and Christian Faith (S: 3)

A study of the dynamics of human living and Christian faith as intrinsically conversational, in their philosophical and theological presuppositions. We will explore these issues both from the perspective of the individual person and from that of the social (technological, economic, and political) and cultural context. What are the dynamisms of human living? Is there such a thing as invariant, transcultural, transhistorical, normative viewpoint regarding the human and the human good?

Frederick Lawrence

Level One—General

TH 316 Introduction to the Study of Religion (F: 3)

This course introduces the study of religion from various perspectives (including those of psychology and the sociology of religion, cultural anthropology, the history of religions, philosophy and literature) and focuses on the following topics: the personal experience of religion and the religious ideal of the person; religion and society; sacred texts and rituals; the transcendent and immanent aspects of religious experience. Throughout the course, the theoretical positions set forth will be exemplified and critiqued through a series of concrete examples drawn from the Christian and other world religious traditions. *Although not exclusively for Theology majors, this course is designed to guide students in Track II of the major in shaping their program of study.*

Anthony J. Saldarini

Level One—Biblical

TH 344 The Figurative Sayings of Jesus (F: 3)

A study of Jesus' imaginative language and the unique understanding of God and the world that it communicates. Most of the parables, similes, similitudes, aphorisms, and proverbs found in the gospels will be examined and discussed. Emphasis is on working with the texts themselves.

Special topics: the kingdom of God; ethics and theology in the parables; social and historical backgrounds; the nature and functions of metaphor; the influence of narrative context; Jesus' self-understanding.

John Darr

Level One—Historical

TH 308 (HS 207) Islamic Civilization in the Middle East (F: 3)

See course description under HS 207.

Benjamin Braude

TH 333 A History of the Jesuits (S: 3)

A close scrutiny of the thought and activities of the most controversial order in the Catholic Church from its founding by Ignatius of Loyola until the suppression of 1773 and the restoration leading to contemporary times.

John Willis, S.J.

TH 335 Women and Religion in the Middle Ages (F: 3)

This course explores women and medieval religion. We will consider such questions as: What kinds of religious practices did women participate in? What leadership roles did women have? What options for women's religious life emerged in the Middle Ages? How did women function as religious teachers and intellectual and spiritual guides? How did the hierarchy of the medieval church respond to a variety of women's religious movements? Who were the female saints? How was Mary, the Mother of Jesus, present in the spirituality of women? We will read political, intellectual, and spiritual writings by women including Heloise, Catherine of Siena, and Julian of Norwich; and saints' lives of Mary Magdalene, Mary, Mother of Jesus, and the martyrs Margaret and Katherine. Secondary sources which focus on women in medieval religion will include Suzanne Wemple's *Women in Frankish Society* and Caroline Walker Bynum's *Holy Feast and Holy Fast*.

Ellen Ross

Level One—Ethical and Social Scientific

TH 323 Northern Ireland Conflict (F: 3)

The course will study the psychological dynamic of the communal conflict, its economic, social and political bases in history and in contemporary consciousness. Topics will include the security problems, political options, legal systems, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public opinion perceptions in Britain and in the Republic of Ireland. Comparison will be made with other conflicts.

Raymond G. Helmick, S.J.

TH 325 Lebanon: Focal Point of a Crisis (S: 3)

This course examines the still-unfolding conflict in Lebanon, the balance of confessional and social forces, the breakdowns of 1958, 1975–76, and the continuing crisis since. Dis-

inction will be made between such conflict factors as are internal to Lebanon and those that are imposed by external forces; what is reality and what is paranoia. The Lebanese conflict will be located within the broader crisis of the Middle East. The strengths and weaknesses of the traditional Lebanese pluralism will be discussed, and elements sought which can produce healing in Lebanon and service to the region.

Raymond G. Helmick, S.J.

TH 327 (PL 259) (SC 250) Perspectives on War, Aggression, and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Rein A. Uritam

TH 328 (PL 269) (SC 251) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

TH 331 Growing Up Male (S: 3)

The accepted maps to manhood have been littered by new signs. The directions for the future, indeed, even the present, seem unclear and problematic. This course, designed as a seminar, will examine the traditional and non-traditional roles of men in an effort to affirm the spiritual and social gifts of being male. An appropriate spirituality and way of being in the world will be delineated in an effort to unravel the role confusions that the changing structure of the family, feminist consciousness and new social expectations have engendered among males today.

This course will not exclude women but will focus on the experience of being a mature Christian male in order to respond more fully to the concerns women voice about men today. The thrust is to encourage a mutuality between genders in which both the feminine and masculine components of the human personality are not only understood but placed at the service of the total person. Relationships of women to men and men to men will be discussed so that a new intimacy may be discovered in the hope of providing a more positive and growth-filled way of life together.

The course will center around discussion, reading, and writing. The bibliography includes literature from theology, the social sciences and works of fiction. Working with one's experience of living in the world is essential.

Joseph Marchese

TH 338 (PO 518) The Challenge of World Hunger (S: 3)

See course description under PO 518. *This course is restricted to students in the Faith, Peace and Justice Minor.*

Kishore Mandhyan

TH 339 Living Justly in American Society (S: 3)

A course designed for students in the Faith, Peace and Justice Program, but open to all. Limited to 25 students. For the past century, America has been at the

forefront of global change: technological, economic, political, and cultural. At the same time, our own society has been revolutionized: from women's suffrage to the civil rights movement; from the horse drawn carriage to rocket propulsion; from the pony express to FAX; from natural to synthetic products. Our technological and economic power has been a blessing and a curse. At the same time we have fought back many contagious diseases, we have created new diseases or exacerbated others by environmental pollution. Countless innovations have stressed the capacity of our traditions to give order to our lives. In other cases, the traditions themselves have been called into question. What it means to live justly is a question often lost in confusion or seemingly too difficult to answer.

In principle, living justly entails being virtuous and doing right. But when change is so rapid and extensive, virtues, rules, and the need to decide may seem to be at odds. This course will explore the issues that stress our traditional values, entertain options available to our society and to us as individuals and then ask, "How and in what ways does Christian faith shed light on what it means to be virtuous and what constitutes right action?"

James Rurak

Level One—Comparative and Systematic or Doctrinal

TH 317 Crises In Catholicism (F, S: 3)

This course is an attempt to look at the present condition of the Roman Catholic Christian community in light of its past and in view of the present situation which it faces. It will commence with a relatively brief synthetic view of Roman Catholicism, especially as it appears in its American setting. Contemporary American Catholicism has been profoundly influenced by the Second Vatican Council. That Council in its turn dealt with some of the crises which the two preceding ecumenical councils, Trent and Vatican I, had attempted to come to grips with. Vatican II issued sixteen documents, each of them attempting to be faithful to the Gospel message of Jesus Christ, and each of them evidencing the shaping hand of nearly two thousand years of human history.

This course, then, will deal with some of the major questions raised in the most important documents of Vatican II. It will attempt to consider the answers offered to those questions in the light of divine revelation and of human history. Those questions and answers offered to them arose out of major or minor crises which the Church had encountered in the recent or distant past. Among the questions, the attempted answers, and the major and minor crises, some will surely arise again. The most significant of them constitute the unfinished agenda left over from Vatican II. That, too, deserves our attention in the decade before the birth of the third millenium.

Edward R. Callahan, S.J.

TH 332 Jesuit Spirituality: Its Foundation and Present Reality (F: 3)

Boston College was founded by the Society of Jesus and boasts of its Jesuit tradition. This course will explore that tradition by study of its founder's (Ignatius of Loyola) spiritual journey, of his *Spiritual Exercises*, of some of the history of the Society, and of the Society's recent attempts to reformulate its charism. What is distinctive about the spirituality that ani-

mated the founders of this University?

William A. Barry, S.J.

TH 336 Human Experience and Belief (S: 3)

We shall examine the questions and the affective concerns that make religious belief possible. Narratives of transcendent experiences and patterns of conversion will be studied, with reference to literature and ordinary life. Examples of themes to be discussed: self-love and self-actualization, love of God, kinds of guilt, discovery of the divine in Jesus, the importance of truth and doctrines in the Christian tradition.

Louis Roy, O.P.

Level Two—Majors (and Other Advanced Students)

TH 330 Majors' Seminar (F: 3)

The Majors' Seminar is designed to help majors synthesize their coursework, identifying key themes, questions and areas in need of further study. This course is offered each fall, and may be taken by senior or junior majors; it is recommended that sufficiently-advanced students take the seminar in junior year.

Majors only.

Stephen F. Brown

TH 334 Psychological and Theological Perspectives on Religious Experience (F: 3)

Prerequisite: Students must have completed two Core-level theology courses.

For undergraduate theology majors and other undergraduates interested in the social-scientific study of religion. Beginning with the classic William James study, *The Varieties of Religious Experience*, this course introduces students to the modern effort to understand what James called the "humanward" side of religious experience—its roots in human psychic functioning. In addition to James, the course will consider Freud and the psychoanalytic tradition and Jung and the approaches of archetypal psychology. We shall consider for each of these thinkers how his characteristic approach to religious experience reflected a distinctive philosophical and theological world view, and developed out of his own existential and religious concerns.

H. John McDargh

TH 337 Basics for Christian Theology: Faith, Revelation, Church (F: 3)

Prerequisite: Students must have completed two Core-level theology courses.

I. *Faith:* 1) its anthropological determinations, 2) its correlated theological determination; 3) the science of faith. II. *Revelation:* 1) the revelational dimension of reality; 2) special historical revelation as the ground and horizon of Christian faith, including a) the question of the possibility of revelation, and b) special, supernatural revelation according to its self-witness; 3) revelation as theme of Church tradition and of theological reflection. III. *Church:* 1) its origin in the origin of faith—Church in the horizon of revelation; 2) Jesus and the Church; 3) the Church of Christ; 4) the Church as mediation and re-presentation of revelation. Designed for majors, minors, and others who wish to prepare for theology courses beyond the Core level.

Robert J. Daly, S.J.

Level Three—Biblical**TH 311 Eighth Century Prophets: Amos, Hosea, and Micah (F: 3)**

This course deals with the texts of Amos, Hosea, and Micah in some detail. Emphasis is placed on the historical background of these eighth-century Prophets, their theological teaching, and their relevance for today.

Philip J. King

TH 357 Pauline Letters and Theology (F: 3)

Introduction to the major letters of Paul which situates the Pauline writings in the socio-religious world of the first century. Recent developments in reconstructing the social world of Pauline communities are studied. The course also introduces students to major themes in Paul's theology. The final section of the course will consist in exegesis of 1 Corinthians.

PHEME PERKINS

TH 365 New Testament Ethics (S: 3)

Survey of the ethical material in the New Testament with attention to the ethical views in the ancient world which formed the context for early Christian thought. Primary emphasis on Jesus traditions and the Pauline letters. Topics include: love commands; sexuality, marriage and divorce; poverty, wealth and material obligations; Christians and the socio-political order; freedom, equality and hierarchy in Christian communities.

PHEME PERKINS

TH 390 (EN 456) Tragic Themes in Biblical Literature (S: 3)

The course will examine a selection of biblical tales in which the problem of evil is irreducible and unresolvable into some larger, harmonious whole: the story of Saul in 1 Samuel 8–2 Samuel 1, considered the clearest example of biblical tragedy; the accounts of the fates of members of Saul's house in 1 and 2 Samuel; the story of Jephthah's sacrifice of his daughter in Judges 10–12; the story of David, Israel's great hero and beloved king, in 1 and 2 Samuel and 1 Kings 1; and the quintessential biblical tragedy, the book of Job. Comparisons will be drawn to some major examples from Greek tragedy (*Oedipus the King*, *Antigone*, *Iphigenia in Aulis*, *The Bacchae*) and from Shakespeare (*King Lear*, *Hamlet*). Attention will be given to how the biblical material both meets our expectations of the tragic and departs from it.

J. Cheryl Exum

Level Three—Historical**TH 423 (CL 320) Seminar in Latin Patrology (S: 3)**

Prerequisite: Latin

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Latin patristic literature. This semester the seminar will be devoted to the study of *Firmicus Maternus*.

Margaret A. Schatkin

TH 425 (CL 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of Athenagoras.

Margaret A. Schatkin

TH 442 Religion in the United States (F: 3)

An historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States.

Thomas Wangler

TH 460 The Holocaust: Its Roots and Legacy (F: 3)

This course will trace anti-Semitism in European civilization from its earliest Christian roots to the present, as well as analyze European racism, the eugenics movement, and the twisted road to Auschwitz as a prelude to the philosophical and theological reflections on the Holocaust. Such psychological patterns as learning theory and equity theory will be introduced to help in the comprehension of the Shoah.

Donald J. Dietrich

TH 461 History of the European Christian Communities: Reformation to Present (S: 3)

This course will analyze the major issues that have confronted the Christian communities since the Reformation and will include questions related to the meaning of tradition/revelation, the role of the churches in modern society, the confrontation with totalitarianism, personalism and its impact on moral development. These and other issues will be treated within the historical environment that gave birth to the issues and the tentative resolutions that were offered.

Donald J. Dietrich

TH 469 Catholic and Protestant Spirituality 1400–1800 (F: 3)

This course will examine the major schools of spirituality which emerged in the late medieval, Reformation, and early modern world. This includes the Protestant and Catholic, clerical and lay, mystical and practical forms which decisively influenced modern spirituality.

James M. Weiss

Level Three—Ethical and Social Scientific**TH 421 Early Christian and Medieval Political Theology (S: 3)**

A study of the various solutions to the problem of the relation of Christianity to civil society in antiquity and in the Middle Ages. The Constantinian and Augustinian traditions. Evolution and breakdown of medieval Christendom. The problem of political Averroism. This course will also be of interest to students of political science.

Ernest L. Fortin, A.A.

TH 427 Recent Roman Catholic Social Thought (S: 3)

This course will critically analyze twentieth-century Roman Catholic thought regarding the moral dimensions of social, political, and economic life. Special attention will be given to the development of magisterial social teachings from Leo XIII through the recent American pastorals, although other major Catholic social and political thinkers will be examined as well.

Stephen J. Pope

TH 429 A Guide to Christian Character and Virtue (F: 3)

This course will explore the notion that the Christian moral life is not merely a matter of norms and decision-making, but rather a growth in virtue that leads to the development of a truly Christian character. A detailed study will be made of both the theological and the moral virtues.

James A. O'Donohue

TH 567 Christian Perspectives on Bioethics (S: 3)

The relation between Christian theology and moral analysis will be investigated via bioethical dilemmas. Possible topics include abortion, euthanasia, definitions of death, seriously abnormal newborns, genetic counseling and therapy, reproductive technologies, distribution of health care resources. Books by major Christian theologians will be selected, e.g., Richard McCormick, Paul Ramsey, John Noonan, and Daniel Callahan (philosopher).

Lisa S. Cahill

TH 580 Natural Law (F: 3)

An analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on early Christian and medieval authors. Natural law and history. The contemporary critique of natural law. This course is also of interest to students in political science.

Ernest L. Fortin, A.A.

TH 589 Rebirth of Utopia (F: 3)

Prerequisites: One course each in theology, philosophy, and political science.

Analysis of the imaginary aspects of utopian texts and integration of the imaginary with social criticism. Two utopian texts in each of the constitutive dimensions of society (family, education/culture, economics, politics) describe fundamental social options. The relationship between the imagination, and the options it uncovers, becomes a platform on which to discuss the relation of theology to ethics, and of theory to practice.

James Rurak

UN 590 Faith, Peace and Justice Senior Project Seminar (S: 3)

Prerequisite: Permission of the Director of the Program for the Study of Faith, Peace and Justice.

This course provides the "finishing touch" for students in the program for the Study of Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major, and present preliminary results of their project study in the seminar. Student and faculty responses to the presentation will help shape the presenter's project into a finalized form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

Stephen Pope

James Rurak

Level Three—Comparative and Systematic or Doctrinal**TH 392 Christian Initiation: Baptism (F: 3)**

The evolution of the ritual structure of Christian initiation including conversion, catechumenate, and the rites of baptism/confirmation, from New Testament evidence to contemporary practice. Analysis of the ritual structure of the RCIA and its theological ramifications.

Pamela Jackson

TH 393 Christian Initiation: Eucharist (S: 3)

The emergence of Eucharistic patterns of worship from early Christian liturgies to the reforms of Vatican II. Structural analysis of, for example, Jewish meal prayers, New Testament evidence, *Didache*, *Apostolic Tradition*, *Apostolic Constitutions* and other fourth-century sources,

the *Liturgy of St. John Chrysostom*, Roman sacramentaries and *ordines*, the reformed Eucharistic rites of Protestant and Catholic Reformations and Vatican II. The analysis will be based on primary source materials in translation.

Pamela Jackson

TH 478 (PL 625) The Problem of Self-Knowledge (F: 3)

See course description under PL 625.

Patrick H. Byrne

TH 487 Theological Foundations (S: 3)

"What exactly is theology?" is a question that almost inevitably arrives for anyone who has sampled any of the disciplines comprised in theology as it is "done" at present. Instead of attempting to answer such a question by presenting available alternatives, this course will investigate in some depth a single approach, through a close reading of Bernard Lonergan's *Method in Theology*.

Charles Hefling

TH 507 Christ Compared: An Introduction to Comparative Theology and the Theology of Religions (F: 3)

Two connected theological disciplines are introduced here: First, *Comparative Theology* explores Christian theological issues in the context of extended reflection on the texts of other religions. It reads Christian and non-Christian texts together, seeking to combine Christian faithfulness with a readiness to be changed, intellectually and spiritually, by non-Christian ideas. Second, the subsequent *Theology of Religions* rethinks Christian views of religions in a broadened context that now includes non-Christian ideas, images, texts. This course considers issues of method and content by comparing India's Hindu tradition with the Christian tradition regarding three issues: the place and role of the human person in the world; the nature of God; evil and the path to salvation.

Francis X. Clooney, S.J.

TH 508 Postmodern Foundations: Heidegger, Gadamer, Lonergan, Strauss (F: 3)

For those seeking philosophical-theological mooring in relation to modernity/postmodernity, we will seek to discover the similarities and differences in the orientations of these four thinkers by reading and discussing their key texts.

Frederick Lawrence

TH 626 Political Theology (S: 3)

Since Plato, the issues of God and politics have been seen to be inextricably interconnected. Hence, "political" theology is not a novelty, despite a certain mutual withdrawal of political theory/science and theology from one another within the academy. This course will attempt to re-establish contact between practical political philosophy and theology.

Frederick Lawrence

University Courses

University courses are interdisciplinary courses which may be offered by various departments. For the academic year 1990-91, "UN" courses may be found under the Philosophy and Theology departments and the School of Education listing in this Catalog.



School of Education

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and is devoted to the general intellectual and spiritual goals of the university. Its specific purpose, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the education and human service professions. Programs are designed to ensure that the students receive a general education, professional preparation and a specialized education in their major fields. Faithful to the traditions of Jesuit education, the School of Education is committed to an educational ideal wherein its students shall first become broadly educated persons and then be competently informed and skilled in the knowledge and techniques of the teaching and human service professions. The goal is to produce highly educated persons who have a superior professional preparation. Students may choose to major in Early Childhood Education, Elementary Education, Middle School Education, Secondary School Education, Special Education, or Human Development.

Within the Special Education program students may choose to major in either Severe or Moderate Special Needs. Because of current state regulations requiring regular certification prior to endorsement as a teacher of children with Moderate Special Needs, students in this program will also fulfill the program requirement in Elementary Education. Students interested in this field are to declare this double major by the end of the sophomore year.

The program in Severe Special Needs prepares a person to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools.

The Secondary School Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, or Theology. All programs, except for Theology, lead to Massachusetts teacher certification.

A major in Human Development is also offered in the School of Education. This program prepares students for graduate study in counseling, educational psychology, and related fields. Students in this program have obtained employment in various psychological, educational, human service and business settings. The ten-course major gives a strong background in the area of psychology. It is specifically designed for students who wish to work in non-school settings.

Many of the programs in the School of Education are designed to prepare students to meet state requirements for teacher certification. Since many states, including Massachusetts, are in the process of revising their certification regulations, all programs offered by the School of Education may be subject to revision depending upon requirements of state education certification agencies.

The School of Education also has many distinct graduate programs; these are described in the Graduate Catalog of Boston College. Students may elect graduate courses in the

areas of: Educational Foundations; Counseling Psychology; Special Education; and Curriculum, Instruction, and Administration. In some areas of study, a student may complete a Master's degree in an academic year and a summer.

In addition, there are a number of Fifth Year programs available for academically superior students through which the bachelor's and the master's degree can be earned in 5 years. Please refer to the section following the descriptions of majors in the School of Education for more information about these programs.

Academic Regulations

All students entering the School of Education are to follow a program of study in selected education majors and complete University Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in one subject discipline, is also required of students in the School of Education who are in certification programs. Students in the Human Development program are not required to have a second major, but are required to complete a minor of at least four courses in one subject discipline. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. However, students pursuing certification programs must complete requirements with a cumulative average of at least 2.5.

1.2 Within the 38 courses required for graduation, the following 12 courses, comprising the University Core curriculum, are required of all students.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 1 course in Natural Science
- 1 course in Mathematics
- 2 courses in Social Sciences (including Sociology, Political Science, Economics, Psychology, or Education)
- 2 courses in English

Students are advised to select Core courses very carefully, making sure they satisfy the Core requirement in each department in Arts and Sciences. Identification of Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete Core courses in the freshman and sophomore years.

1.3 A second major, either interdisciplinary or in an arts and sciences subject discipline, is currently required of all students in certification programs. This major should be in an area which complements the student's program in the School of Education. These majors must have the approval of the student's Program Coordinator. Students in certification programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program

are not required to have a second major, but are required to complete a minor of at least four courses in one subject discipline.

1.4 A major program of studies within the School of Education must be declared by all students and approved by the Office of the Assistant Dean of the School of Education before the end of the sophomore year. Basic skills will be assessed before students are accepted to specific teacher preparation programs.

1.5 All students in the School of Education must be formally confirmed for specific programs in the School of Education. Students enrolled in the School of Education must complete and submit a program confirmation form to the appropriate Program Coordinator before the end of the sophomore year. Early program confirmation is encouraged.

1.6 The remaining courses required for graduation include additional major courses, minor courses, and electives. The major will be determined in conjunction with the student's advisor.

Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five courses each semester; for seniors, four courses. A freshman or sophomore who wishes to take only four courses may do so but must have the approval of the Office of the Assistant Dean. A sixth course may be taken by students whose average is at least 2.9. A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Office of the Assistant Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher.

2.2 Students are required to pass the Freshman Advisement Seminar during the first semester of the freshman year.

2.3 During the first two years students are required to enroll each semester in a minimum of three credits in Education, unless otherwise approved by the Office of the Assistant Dean.

2.4 No more than eleven courses may be taken for credit in one year without special permission of the Office of the Assistant Dean.

2.5 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.6 Tuition shall apply each semester as published, even if the student carries the minimum full-time load or less.

2.7 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided the Assistant Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.8 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for Core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Assistant Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs authorized by the Office of the Assistant Dean;
- removal of deficiencies incurred by failure,

withdrawal from a course, or course underload;

- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Assistant Dean of Education prior to enrollment in the course.

Any of the above exceptions granted must be based on prior written approval from the Office of the Assistant Dean.

Transfer into the School of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a college or university other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

3.3 Students transferring into the School of Education must meet with the appropriate Program Coordinator and have their programs of study confirmed as soon as possible after admission to the School of Education, but prior to the beginning of classes.

3.4 Official transfer applications must be submitted to the Assistant Dean for Students before November 15 for spring semester admissions and before March 31 for fall semester admissions.

Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in Core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the Office of the Assistant Dean.

4.2 No more than six courses for which the final grade is "pass" will be counted toward a degree.

Fulfillment of Requirements by Equivalencies

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

5.2 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Office of the Assistant Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing

the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

Requirements for Good Standing

6.1 In order to remain in the School, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an unapproved underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Standards Committee shall determine. Unless the student returns to good standing by the approved methods (see Course Make-up) or if the student incurs additional failures or withdrawals, or carries an unapproved underload, while on warning, the student will be required to withdraw from the School at the time of the next annual review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes less than two courses in a semester, the Academic Regulations Board may require immediate withdrawal.

6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload.

Course Make-up

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Assistant Dean prior to registration in them.

7.2 To make up deficiencies, not more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Office of the Assistant Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades of B+ or better in approved summer courses will not be allowed to matriculate in the School of Education.

Class Attendance

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent repeatedly from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Assistant Dean for Students and the Office of the Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Office of the Assistant Dean of the School of Education as soon as the student's health and other circumstances permit.

8.5 Final examinations must be given in all courses at the prescribed time. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness. The illness must be confirmed by the Assistant Dean preferably before the time of the final examination but certainly within forty-eight hours of the examination.

Professional Field Experiences

9.1 Placements for professional field experiences leading to certification are arranged by the SOE Field Office only for students enrolled in programs in the School of Education. Human Development students should consult the Human Development Manual for information on field experiences for this major.

9.2 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

9.3 Four semesters of pre-practicum assignments of one day per week are required before student teaching in the early childhood, elementary and severe special needs programs. Three semesters are required for the middle school program. Before student teaching in the secondary program, two semesters of pre-practicum assignments of at least one half-day per week and a two-week daily assignment/seminar are required.

9.4 A full practicum of student teaching is a full-time, five-days-per-week, experience in the senior year for one entire semester. It must be completed by all students seeking certification. A cumulative grade point average of 2.5 and successful completion of all courses leading to student teaching will be necessary prerequisites to student teaching. All students will be

screened for eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from student teaching. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation as future teachers. No student will be allowed to enroll in an overload while doing student teaching.

9.5 All regular and special education pre-practica and practica are arranged by the Field Office in Campion Hall. Students must file a Planning Guide with the Field Office before the first field assignment can be made, and each field assignment must be applied for during the semester preceding the one in which it is to be scheduled. Application deadlines are November 15 for spring assignments and March 31 for fall assignments. All field assignments must be registered for during the pre-registration period.

9.6 The facilities utilized for field experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

International, Out-of-State Program for Undergraduate Studies

The School of Education's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, France, Scotland, Germany, and Spain. Out-of-State settings provide opportunities to work on in approved schools in other states or Indian reservations in Maine and Arizona. For information regarding programs and requirements, contact the Program Director for International/National Programs, School of Education, Boston College.

Leave of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Office of the Assistant Dean no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work

in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

Academic Honors

The Dean's List

13.1 The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to cumulative semester averages: First Honors (3.700–4.000); Second Honors (3.500–3.699); and Third Honors (3.300–3.499).

The Honors Program

13.2 Scholarship and academic excellence has continually been a tradition at Boston College. To meet the needs of superior students, the School of Education offers an Honors Program. Students are admitted to the Honors Program by invitation only, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Assistant Dean for Students.

Degree with Honors

13.3 Latin honors accompanying the degrees of Bachelor of Arts are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude, with Honors, to the next 15%. These percentages are based on the student's 8-semester cumulative average.

Awards and Honors

13.4 *General Excellence Award*: An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested outstanding achievement in all courses of study during four academic years.

The Saint Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in honor of Professor Gearan, a member of the original faculty and the first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in honor of His Eminence, John J. Cardinal Wright, is presented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

The John A. Schmitt Award: An award presented to a member of the senior class who, like Professor Schmitt, has consistently demonstrated compassion for his or her fellow humans beings, integrity in his or her dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

The Council for Exceptional Children Award: An award presented to a member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service to the care and education of handicapped children.

The Rev. Charles F. Donovan, S.J., Award: This award is presented to a member of the Senior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities; demonstrates excellence in professional and personal commitment, and has a genuine concern for the needs and values of others.

The Rev. James F. Moynihan, S.J. Award: This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairman of the Psychology Department and Professor of Counseling Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

The Patricia M. Coyle Award: Given to the graduating senior in Early Childhood Education who is a clear thinker in the field, able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love; a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

The Karen E. Noonan Award: Given to the graduating senior in Early Childhood Education who has the qualities of a "natural" teacher of young children; a person who can communicate warmth and a sense of excitement for learning; a person who loves the exhilaration of working with challenging students, making each child in the classroom feel important and unique.

Majors in Education

All of the majors in the School of Education, with the exception of the major in Human Development, are intended to meet the requirements for teacher certification of the Massachusetts Department of Education. Also, through the school's accreditation by the Interstate Certification Compact (I.C.C.) and the National Council for Accreditation of Teacher Education (NCATE), certification for students seeking to teach in other states should be facilitated through completion of these majors. However, certification requirements are set by each state and are subject to change. Students are urged to consult with the Field Office and the Assistant Dean for Students to review the certification requirements of different states.

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs. The program sponsors a demonstration Piagetian-based preschool, available to students for developing teaching competencies.

Education Course Requirements for the Early Childhood Major are:

- Freshman*
University Core Requirements
ED 030 Child Growth and Development I
ED 031 Child Growth and Development II
- Sophomore*
University Core Requirements
ED 034 Children with Special Needs in the Regular Classroom
ED 060 Educational Measurement
ED 115 Curriculum and Models in Early Education
ED 147 Early Childhood Development and Learning
- Junior*
ED 104 Teaching Reading
ED 108 Teaching Mathematics
ED 114 Seminar and Methods in Early Education
ED 116 Exploring Science and Social Studies
ED 117 Language and Beginning Language Arts
- Senior*
ED 203 Philosophy of Education
ED 264 Practicum: Early Childhood
ED 310 Family, School, and Community Relations

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and exceptional children in regular classrooms, grades one through grade six.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology and effective assessment procedures and devices.

Students also develop competencies in working with diverse learners such as the gifted, at risk, disabled or culturally disadvantaged. Instruction which enables students to effectively mainstream exceptional children into regular classrooms is integrated into the program. Opportunities for students to engage in problem-solving, working with parents and communities and applying knowledge to research projects is provided.

The field component begins at the sophomore level and culminates in full-time senior level student teaching. Course and field labs are carefully linked.

Students should be advised that a major, either interdisciplinary or in a subject discipline in Arts and Sciences, is required. Students must consult with their program advisors as to selection and requirements for the major.

Education Course Requirements for the Elementary Major are:

- Freshman*
University Core Requirements
ED 030 Child Growth and Development I
ED 031 Child Growth and Development II
- Sophomore*
University Core Requirements
ED 034 Children with Special Needs in the Regular Classroom
ED 039 Learning in the Elementary School
ED 060 Educational Measurement
ED 102 Teaching Music, Art, & Movement
HS 117 American Heritage I
HS 118 American Heritage II
- Junior*
ED 101 Teaching Language Arts
ED 104 Teaching Reading
ED 105 Teaching Social Studies
ED 108 Teaching Mathematics
ED 109 Teaching Science and Health
- Senior*
ED 203 Philosophy of Education
ED 250 Practicum: Elementary Electives

Major in Middle-School Education and Junior High School Education

This program prepares students to teach in middle school or junior high school settings (grades 5–9). This program is for those students who will be doing their senior practicum within the span of grades 5–9, and whose career goal is to teach in either a middle or junior high school. Middle schools usually include either grades 5–8 or 6–8, while junior high schools usually include grades 7–8 or 7–9.

Requirements:

Students must complete a minimum of 38 semester hours of course work in the subject-matter fields of middle-school education. These are defined as Reading, Oral and Written Communication, Literature, Mathematics, Biological and Physical Sciences. In addition, students must complete a major in an Arts and Sciences subject or an interdisciplinary major.

Students must successfully complete a pre-practicum and a Middle-School Senior Practicum in addition to required course work. Three of these courses have a field component.

Education course requirements for the Middle School Major and Junior High School Education

- Freshman*
University Core Requirements
ED 030 Child Growth and Development I
- Sophomore*
University Core Requirements
ED 041 Adolescent Psychology
ED 033 Introduction to Students with Special Needs
ED 039 Learning in the Elementary and Middle School
ED 060 Educational Measurement
ED 130 Introduction to Teaching in the Middle School

- Junior*
ED 104 Teaching Reading
ED 133 Middle School Curriculum and Instruction
ED 203 Philosophy of Education
ED 300–304 Methods of Teaching (take only one)
- Senior*
ED 134 Practicum: Middle School
ED 278 Wellness & Health

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine through twelve. The field-experience component which is offered during the sophomore, junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

Biology
Chemistry
Geology (Earth Science)
Physics
English
History
Mathematics
French
Spanish
Theology (non-certification program)

Courses in a discipline are taken in the appropriate departments and requirements may be found in this Catalog under the College of Arts and Sciences.

Application to the program is made during the sophomore year.

Education course requirements for the Secondary Major are:

- Freshman*
University Core Requirements
ED 030 Child Growth and Development I
ED 041 Adolescent Psychology
- Sophomore*
University Core Requirements
ED 345 Issues in Teaching
ED 311 Secondary Curriculum and Instruction
Major Courses in Discipline
- Junior*
ED 060 Educational Measurement
ED 300–305 Methods of Teaching* (take only one)
ED 323 Reading Instruction in the Middle and Secondary School*
Major Courses in Discipline
- Senior*
ED 203 Philosophy of Education
ED 251 Practicum: Secondary
ED 257 Secondary School Lab and Seminar*
Major Courses in Discipline
- *With these courses there is a one-credit lab

which must be taken. The lab consists of participation in an assigned secondary school.

School of Education students with a major in Secondary Education may follow an approved major in Biology of 43 credits:

CH 109–110	General Chemistry	6 credits
CH 111–112	Lab	2 credits
CH 231–232	Organic Chemistry	6 credits
CH 233–234	Lab	2 credits
	Mathematics	6 credits
BI 200–202	Intro. Biology	6 credits
BI 201–203	Lab	2 credits
BI 300	Genetics	3 credits
BI 301	Lab	1 credit
	Biology electives	9 credits

Suggested electives are: PS 058 Inequality: Psychological and Social Consequences and PL 088–089 Person and Social Responsibility. All students in Secondary Education should consult regularly with the Coordinator of Secondary Education.

Major in Human Development

The major consists of offerings in Counseling Psychology, Developmental Psychology, Educational Psychology, and related fields. It provides a basic foundation for careers in social service settings or for further graduate study in Counseling, or Educational Psychology, or Social Work. For the student who does not plan on graduate studies, the major will prepare for entry-level employment in social service settings such as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and experimental educational settings. This major does not provide for state certification as a classroom teacher; it is not recommended as preparation for in-school settings.

Education course requirements for the Human Development Major are:

Freshman
University Core Requirements
ED 030 Child Growth and Development I
ED 031 Child Growth and Development II

Sophomore
University Core Requirements
ED 032 Psychology of Learning
ED 041 Adolescent Psychology
ED 241 Interpersonal Relations
ED 242 Personality Theories

Junior
ED 061 Psychological and Educational Tests
ED 230 Abnormal Psychology
ED 244 Adult Psychology

Senior
ED 243 Counseling Theories

In addition to the above courses, a minor of at least 4 courses in one subject discipline, an interdisciplinary minor, or a second major is required. A handbook for Human Development majors is available in Dr. Brabek's office. This handbook should be consulted before selecting elective courses. Two field courses for sophomore and junior year, and one for senior year, are strongly recommended.

Ten courses are required for the major.

Major in Moderate Special Needs

This program prepares students to teach moderately handicapped children (retarded,

learning disabled and emotionally disturbed) in regular classrooms, resource centers, self-contained classrooms, and in other special education settings. Students who wish to be certified as teacher of children with Moderate Special Needs under present Massachusetts requirements must concurrently pursue a regular classroom teaching certificate by enrolling in the Elementary Education program. Those who plan to seek special education certification in other states should check states where they plan to seek employment to determine if regular education certification is required.

Students in this program should discuss such requirements with their faculty advisors.

Education course requirements for the Moderate Special Needs Major are:

Freshman
University Core Requirements
ED 030 Child Growth and Development I
ED 031 Child Growth and Development II

Sophomore
University Core Requirements
ED 033 Introduction to Students with Special Needs
ED 205 Learning and Behavior Disorders
Elementary Education Courses

Junior
ED 201 Classroom Management: Children with Special Needs
ED 208 Educational Strategies for Children with Special Needs
ED 209 Educational Assessment for Children with Moderate Special Needs
Elementary Education Courses

Senior
ED 210 Introduction to Speech & Language Disorders
ED 250 Elementary Education Practicum
or
ED 253 Special Education Practicum
Elementary Education Courses

Major in Severe Special Needs

This program is designed for highly motivated and qualified students who have a strong desire to work with individuals who have severe handicaps. Typical educational settings for these students can be found in public schools, special day schools, or in residential settings. The program provides a clinical grounding in handicapping conditions that result in severe handicaps, rationale for educational planning, and a variety of methodologies for the implementation of educational services. Additional competencies include the preparation and transition of students with severe handicaps for living and working in the community and skills in communicating and working effectively with parents.

Coursework and field work during the sophomore and junior years are followed by a full semester of student teaching in the senior year. Graduates of this program may currently receive Massachusetts certification as Teacher of Children with Severe Special Needs. This type of certification differs from that needed for teaching in a regular classroom or a resource room. Students wishing to teach severe special needs students should check with the state in which they wish to work to determine what

coursework will need to be done in order to qualify for certification.

Under the direction of their advisors, additional field work can be provided for students wishing experiences in settings for severely handicapped individuals other than classrooms (e.g., group homes, workshops, etc.). Fifth year Master's degree programs in conjunction with the Teacher of Multihandicapped Children Program and the program in Emotional Disturbance are also available. Interested students should contact the Program Coordinator for additional information.

Education course requirements for the Severe Special Needs Major are:

Freshman
University Core Requirements
ED 030 Child Growth and Development I
ED 031 Child Growth and Development II

Sophomore
ED 032 Psychology of Learning
ED 033 Introduction to Students with Special Needs
ED 060 Educational Measurement
ED 104 Teaching Reading
ED 108 Teaching Mathematics
ED 374 Management of the Behavior of Severe Special Needs Students

Junior
ED 384 Severe/Multihandicapped Techniques I
ED 389 Educational Assessment of Children with Low Incidence Handicaps
ED 398 Working with Parents and Human Service Agencies
ED 399 Career/Vocational Strategies and Materials
ED 475 Advanced Behavior Management
ED 490 Severe/Multihandicapped Techniques II
ED 495 Human Development and Handicapping Conditions

Senior
ED 266 Practicum: Severe Special Needs
ED 686 Communications Disorders for the Handicapped Child

Fifth Year Programs

Academically superior students may plan undergraduate studies so as to begin graduate work in the senior year. This may enable the student to graduate with a Bachelor's degree and the Master's degree in five years. Fifth year programs are available in various areas including Elementary or Secondary Education, Moderate Special Needs, Severe Special Needs, Visually Handicapped Studies, Rehabilitation Teacher or Rehabilitation Teacher/Orientation and Mobility Instructor, Human Development and a special Human Development/Social Work joint Master's degree program. At present, there is limited Federal financial assistance for programs in Special Education.

Students interested in a Fifth Year Program should consult with the appropriate program coordinator.

Majors and Minors for Students in the School of Education

Majors and Minors in Arts and Sciences for Students in Education

Beginning with the Class of 1994, all students in the School of Education who are pursuing an Education major leading to certification are required to undertake a second major, either interdisciplinary or in one subject discipline, in Arts and Sciences or in Human Development. Core courses may be applied toward a second major in Arts and Sciences. This requirement is a result of new Massachusetts regulations for certification and will cover all students who apply for teacher certification in Massachusetts after October, 1994.

Those students who are not governed by the new regulations are currently required to carry a minor of from four to six courses in a single subject in the College of Arts and Sciences. Students in certification programs, however, are strongly advised to undertake a full major in the College of Arts and Sciences, since a number of other states are currently requiring this.

Students who are pursuing Human Development as their primary Education major, regardless of class year, are required to carry a minor of four to six courses in a single subject in the College of Arts and Sciences or to have an interdisciplinary minor (e.g. Black Studies, Women's Studies). The minimum acceptable for a minor is four courses, and Core courses may be included. Students are encouraged and advised to complete six courses or eighteen credit hours in a minor. Students who have a second major automatically fulfill the minor requirement.

Specific acceptable areas of study for both majors and minors are listed in this Catalog under the College of Arts and Sciences.

Minor in Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should contact Dr. Joan Jones and enroll in one Spanish course each semester, beginning in the first semester of freshman year.

Upon completion of the specialization, the elementary program requirements and successful passing of the Massachusetts State Bilingual (Spanish) Proficiency Examination, students in the program are currently eligible for Massachusetts Teacher Certification in elementary and transitional Bilingual Education grades one to six.

Students who follow majors in Secondary Education and Spanish should consult the Secondary Coordinator regarding their eligibility for the Teacher of Transitional Bilingual Education, Secondary.

Majors and Minors in Education for Students in the College of Arts and Sciences

Minor in Secondary Education for Students in the College of Arts and Sciences

Students who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, or Theology in the College of Arts and Sciences may apply to minor in Secondary Education. This program begins in the sophomore year and interested students should apply to the Coordinator of Secondary Education in the School of Education before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state certification in all areas listed, except Theology.

Minor in General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisor's approval. This program does not lead to state certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education:

- ED 030 and 031 Child Growth and Development I and II
- ED 032 Psychology of Learning
- ED 060 Educational Measurement
- ED 033 Introduction to Students with Special Needs
- ED 147 Early Childhood Development and Learning

Minor in Health Science

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with viable alternatives for future careers in the health field. It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

- BI 130 Anatomy and Physiology I
- BI 131 Anatomy and Physiology Laboratory I
- ED 274 Alcohol and Other Drugs
- ED 275 Human Sexuality
- ED 277 Nutrition, Physical Fitness and Weight Control
- ED 278 Wellness & Health: Diagnosis & Planning
- ED 279 Holistic Living

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor Albert Beaton, B.S., State Teacher's College, Boston; Ed.M., Ed.D., Harvard University

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Emeritus John R. Eichorn, B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor and Dean Diana C. Pullin, B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Associate Professor Mary M. Brabeck, B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed. D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor Mary D. Griffin, B.A., Mundelein; M.A., Ph.D., University of Chicago

Associate Professor Walter M. Haney, B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor Larry Ludlow, B.A., M.A., California State University; Ph.D., University of Chicago

Associate Professor Lee McGee, B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor Alec F. Peck, B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Associate Professor and Associate Dean Joseph J. Pedulla, B.S., Tufts University; M.S., Northeastern University; Ph.D., Boston College

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Edward B. Smith, A.B., M.A., Loyola University; Ph.D., University of Chicago

Associate Professor Mary Walsh, B.A., Catholic University; M.A., Ph.D., Clark University

Associate Professor Kenneth W. Wegner, B.S., M.Ed., Ed.D., University of Kansas

Adjunct Associate Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Assistant Professor Martha Bronson, B.A., Boston University; Ed.M., Ed.D., Harvard University

Assistant Professor Sandra L. Crump, B.A., Northeastern University; M.Ed., Ph.D., Boston College

Assistant Professor Kilburn E. Culley, A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

Assistant Professor Terrie Epstein, B.A., M.A., Brandeis University; Ed.M., Ed.D., Harvard University

Assistant Professor Maureen E. Kenney, B.A., Brown University; Ph.D., University of Pennsylvania

Assistant Professor Ceasar McDowell, B.S., Pacific University; Ed.M., Ed.D., Harvard University

Assistant Professor Donna Moilanen, B.S., University of Massachusetts; M.A., Assumption; Ph.D., SUNY at Albany

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Assistant Professor Ted I.K. Youn, B.A., Denison University; M.A., M.Phil., Ph.D., Yale

Course Offerings

ED 029 Child Growth (S: 3)

An analysis of development from conception to adolescence. After a chronological survey of development, special attention is paid to such topics as genetics, the pre-natal environment, prematurity, infancy, neonatal assessment, the effects of early experience, and child-rearing styles. *The Department*

ED 030 Child Growth and Development I (F: 3)

An analysis of the physical, social, cognitive, and emotional aspects of development. Particular emphasis will be placed upon such topics as infancy, early experience, and neonatal assessment. *The Department*

ED 031 Child Growth & Development II (S: 3)

Prerequisite: Child Development I

A detailed examination of certain topics in child development: child abuse, childhood psychopathology, birth order, the impact of television, the role of the father. *The Department*

ED 032 Psychology of Learning (F, S: 3)

An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory. Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning. *Martha Bronson*

ED 033 Introduction to Students with Special Needs (F, S: 3)

This is an introductory course encompassing all areas of exceptionality. The primary purpose of the course is to provide the students with a basic informational framework concerning individuals with exceptionalities. Particular attention is focused on identification of the student with special needs and educational assessment procedures; the psychological, educational, and social effects of abnormal development; intervention and teaching strategies; family relationships; rights of persons with handicaps and disabilities, normalization, and education in the least restrictive environment. Emphasis is placed on the various types of professionals who service persons with special needs in order to acquaint students with potential professional pursuits. *Alec Peck*

ED 034 Special Needs Children in the Regular Classroom (F, S: 3)

This course describes the roles of the regular teacher and the special education teacher in relation to students with mild or moderate special needs who have been mainstreamed. Most of these students are assigned to regular classrooms and concurrently receive special education support to maintain them in their regular education programs. Beginning with an understanding of the special education services mandated by federal and state legislation, the course discusses the "least restrictive environment" concept, and examines the "Individual Educational Program." The roles of regular and special education teachers in referring students for special needs evaluations and in the development of IEPs are discussed, and a framework for accommodating mild or moderate special needs students in regular classrooms is presented. *John B. Junkala*

ED 039 Learning in the Elementary and Middle School (F, S: 3)

This course investigates the learning process and its implications for the elementary school classroom. Topics covered include the relationship between learning and the curriculum, the nature of learning, types of learning, theories of learning, teaching styles and strategies, instructional goals, and classroom management and organization. *Joan Jones*

ED 041 Adolescent Psychology (F, S: 3)

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural

change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. *William Kilpatrick*

ED 060 Educational Measurement (F, S: 3)

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability. *Peter Airasian*

ED 061 Psychological and Educational Tests (F: 3)

This course is limited to students majoring in Human Development. Principles of standardized test selection and utilization; validity; reliability; standard scores; norms; interpretation of test data; survey of measures of achievement, adjustment, aptitude, intelligence, interests and personality; current controversies and ethical considerations. *Maureen Kenny*

ED 100 Advisement Seminar (F: 1)

Designed for freshmen as a continuation of the orientation. Specific topics are discussed by the student's faculty advisor to acquaint the student with college requirements, available programs, and career possibilities. *The Department*

ED 101 Teaching Language Arts (F, S: 3)

The course provides students with an understanding of how children learn both spoken and written language. Children's learning both about language and through language is explored. Materials and activities which support elementary school (grades 1-6) children's spoken and written language development in a holistic approach are described. *The Department*

ED 102 Teaching Music, Art, and Movement (F, S: 3)

Music theory and practice, art principles and strategies for teaching physical education are presented with a practical focus for elementary teachers. This course utilizes a hands-on approach and reinforces and extends the pre-practicum field experience. *Sr. Maryalyce Gilfeather*

ED 104 Teaching Reading (F, S: 3)

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of attitudes and strategies for successful reading. *John Savage*

ED 105 Teaching Social Studies (F, S: 3)

This course explores the major theories and practices of teaching social studies at the elementary and middle school levels. *Charles Smith*

ED 107 Mathematics for Middle School Teachers (F: 3)

Curriculum materials and instructional techniques useful in teaching mathematics to middle school aged children will be examined. *Michael Schiro*

ED 108 Teaching Mathematics (F, S: 3)

Curriculum materials and instructional techniques useful in teaching mathematics to elementary school children in grades N to 6 will be examined. This course covers instruction in the teaching of Early Childhood and Elementary School mathematics. Lecture and laboratory. *Michael Schiro*

ED 109 Teaching Science and Health (F, S: 3)

The exploration of science and health curriculum, materials, activities, instructional methodologies and issues on an individual/group basis. Grades K to nine. Discussion and laboratory.

George T. Ladd

ED 114 Seminar and Methods in Early Education (S: 3)

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum. The cooperating teachers at the schools and the Boston College consultants in the projects will participate in the seminar with the students. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

Beth Casey

ED 115 Curriculum and Models in Early Childhood Education (S: 3)

This course is designed to explore different views of early childhood education including such models as Piagetian, Montessori, Direct Teaching, and Open Education. Compensatory education models will also be discussed. Within this context, an overview of the curriculum, preschool through grade three, will be explored. Also included will be discussion of the organization of the classroom, classroom management, planning a lesson, and setting the goals of instruction. By the end of the course students will be expected to formulate their own early childhood education model.

Martha Bronson

ED 116 Exploring Science and Social Studies through the Environment: Early Childhood Education Methods (S: 3)

This course explores science and social studies materials and methodologies for teaching preschoolers through third grade, with a focus on the early primary years. A special emphasis is given to the development of problem-solving skills in young children as they explore their environment.

George Ladd

ED 117 Language and Beginning Language Arts (F: 3)

This course examines young children's spoken and written language development. Materials and activities which support young children's (age birth to grade 3) spoken and written language development in a holistic approach are described. Special emphasis is given to developing children's language and literacy abilities in developmentally appropriate programs.

Lea McGee

ED 128 Computer Applications for Educators (S: 3)

Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction related programs to be examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Other types of educational computer programs used in the course include:

data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record-keeping systems. The course will be taught on the Apple II family of micro-computers. This is not a course in computer programming. No prerequisites.

Walter Haney

ED 130 Introduction to Teaching in the Middle School (F: 3)

Middle schools today are organized quite differently from that of the self-contained classroom and the typical junior high school. The middle school teacher (5-9) needs to possess a carefully planned specialization of subject matter, and understanding of the special needs of the pre-and early adolescent, and the capability to create varied learning environments made possible by the more adaptive middle school organization.

This course introduces the student to the basic concepts on which middle schools are organized with special emphasis on what all of this means for the middle school teacher. Visitation to selected middle schools is also part of the course. This course is part of the pre-practicum and will serve a useful purpose in planning a student's program.

The Department

ED 131 Middle-School Field Pre-Practicum (F, S: 1)

A half-day-a-week field lab for sophomores and juniors majoring in middle-school education. Placements are made in selected school and teaching-related sites. To be taken concurrently with ED 130, ED 033, and the subject methods course. Application to the Field Office must be made the semester preceding the pre-practicum: by November 15 for spring pre-practicums and by March 31 for fall pre-practicums. Pass/Fail.

Kilburn E. Culley

ED 133 Middle-School Curriculum (F: 3)

This course takes place during the fall semester of the senior year. A student studies middle school curriculum in general and the curriculum of the middle school selected for the senior practicum in particular. Students study curriculum guides and other materials related to the subject matter field which they will be teaching during the senior practicum. During this time they will become familiar with the school's philosophy, policies, and practices, and the articulation of instruction over a three-year span. Preparing to student teach in the spring semester is a vital part of this course. A major part of this course is field-based.

George Ladd

ED 134 Middle-School Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week for seniors majoring in middle-school education. Placements are made in selected area, international or out-of-state middle schools. Students are assigned to a full-day experience in a middle school classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.

Kilburn E. Culley

ED 135 Internship, Middle School (F, S: 6)

A five day per week, semester experience (300+ clock hours) for employed professionals at the middle school level. Application must be

submitted the semester preceding this internship. Permission of instructor and Assistant Dean necessary.

Kilburn E. Culley

ED 140 (EN 237) Children's Literature I (F: 3)

This is a one-semester course that will cover some of the major texts in children's literature. The reading will vary from one semester to another, with each offering of the course. It will, however, always include some classic authors (Grimm Brothers, Perrault, E.B. White, Disney, Viorst, Wilde, Thurber, etc.) In addition, it will explore the various issues (censorship, sexism, racism) that arise in any study of children's literature. This class is listed as both an English elective and an Education elective.

Bonnie Rudner

ED 147 Early Childhood Development and Learning (F: 3)

This course focuses on development and learning in the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

Beth Casey

ED 151 Early Childhood, Elementary, and Special Needs Field Pre-Practicum (F, S: 1)

A one-day-a-week field lab for sophomores and juniors majoring in early childhood, elementary, moderate special needs, or severe special needs education. Placements are made in selected school and teaching-related sites. To be taken concurrently with one of the following: ED 104, ED 033, ED 034, ED 101, ED 102, ED 105, ED 108, ED 109, ED 114, ED 116, and ED 147. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums. Pass/Fail.

Kilburn E. Culley

ED 152 Field Practicum: Human Development (F, S: 3)

Students volunteer for ten to twelve hours per week at a site selected with the assistance of the instructor. Students meet in a seminar weekly and keep a journal of their field experience. This course provides an introduction to social service fields.

The Department

ED 153 Field Pre-Practicum (F, S: 1)

A half- to one-day-a-week field lab to enable students to obtain practical experience. Permission must be obtained a semester in advance. Application to the Field Office must be made the semester preceding the pre-practicum: by November 15 for spring pre-practicums and by March 31 for fall pre-practicums. Pass/Fail.

Kilburn E. Culley

ED 174 Clinical Methods and Observations in Speech Pathology (F: 3)

Concentrated study of therapy methods, test administration protocol and test interpretation for skillful speech and language evaluation. In conjunction with this course is a program of supervised observations of assessments and therapies with individuals who have speech and language problems. Permission is required for this practicum.

The Department

ED 198 Readings and Research (F, S: 3)

This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning

of the course by the instructor and the Assistant Dean.
Anabel Casey

ED 199 Independent Study in Education (F, S: 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor and the Assistant Dean.
Anabel Casey

ED 201 Classroom Management: Children With Special Needs (F: 3)

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.
Philip A. DiMattia

ED 203 Philosophy of Education (F, S: 3)

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.
Pierre D. Lambert

ED 205 Learning and Behavior Disorders (S: 3)

This course focuses on the learning and behavior disorders displayed by mildly-to-moderately handicapped students. The Commonwealth of Massachusetts refers to these students as having "Moderate Special Needs," while other states describe them as learning disabled, educable mentally retarded, or emotionally disturbed. Issues of prevalence and organic causation will be discussed, but emphasis will be placed on ecological explanations of school-related disorders, leading in turn to the development of school-based interventions for the problems faced by these students and their teachers.
Philip A. DiMattia

ED 208 Educational Strategies for Children with Special Needs (S: 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.
John B. Junkala

ED 209 Educational Assessment of Children with Special Needs (F: 3)

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.
John B. Junkala

ED 210 Introduction to Speech and Language Disorders (S: 3)

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications

for children with problems in receptive and expressive language.
Jean Mooney

ED 228 Teaching Writing (S: 3)

Designed for those interested in improving their ability to teach writing. The course includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the process to provide direct instruction in pre-writing, writing, and revising.
Patricia Aubin

ED 230 Abnormal Psychology (F, S: 3)

Prerequisite: ED 242

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give students preparing to be counselors and other school personnel basic information for recognition and understanding of mental disturbance.
The Department

ED 241 Interpersonal Relations (F, S: 3)

Prerequisites: ED 030, ED 032, ED 041

Focuses on the person and his or her ability to live and work with other people. This course will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people. Open to majors in Human Development only.
The Department

ED 242 Personality Theories (F, S: 3)

Prerequisites: ED 030, ED 032, ED 041

This course gives an introduction to the various theories of personality. It shows the relationship between personality and counseling theory.
The Department

ED 243 Counseling Theories (F, S: 3)

Prerequisites: ED 241 and ED 242

This senior year course gives an introduction to the various theories of counseling. Open to majors in Human Development only.
Bernard A. O'Brien

ED 244 Adult Psychology (F, S: 3)

This course is designed to investigate the psychological, sociological, anthropological and historical aspects of adult development. Stages of life and crises which must be met and mastered in those stages will be given special attention.
John S. Dacey

ED 245 Senior Field Practicum: Human Development (F, S: 3)

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (ten to twelve hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition students will be required to research the current literature on one aspect of their field work. This course is open only to seniors in the Human Development major.
The Department

ED 246 Psychology of Stress (S: 3)

This course explores the psycho-physiology of the stress reaction in human beings, through presentation of lecture material, films and slides, and group discussion. Crisis Intervention theory and theories of loss, grieving, and separation are also reviewed in depth.
Hayden A. Duggan

ED 247 Juvenile Delinquency (F: 3)

An examination of the causes and treatment of anti-social behavior. The extent and nature of delinquency and scientific explanations for this behavior together with an evaluation of the juvenile system will be stressed. Visits to juvenile courts are included.
Francis J. Kelly

ED 248 Gender Roles (S: 3)

This course will examine social, educational and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how education and social service systems may be structured to maximize achievement of the potential of both males and females.
Mary Brabeck

ED 250 Elementary Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week, for seniors majoring in elementary education. Placements are made in selected area, international, or out-of-state elementary schools. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.
Kilburn E. Culley

ED 251 Secondary Field Practicum (F, S: 9)

A semester field assignment (300+ clock hours) five full days per week, for seniors majoring in secondary education. Placements are made in selected area, international, or out-of-state senior high schools. Students are assigned a full-day experience in a secondary classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.
Kilburn E. Culley

ED 253 Moderate Special Needs Field Practicum (F, S: 6)

A half-semester field assignment (150+ clock hours) five full days per week for seniors in moderate special needs education. Placements are made in selected area, international or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a moderate special needs setting. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.
Kilburn E. Culley

ED 254 Bilingual Field Practicum (F, S: 3)

A three-week practicum for seniors in bilingual programs. Placements are made in area schools and teaching-related sites. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum courses and field assignments. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.
Kilburn E. Culley

ED 255 Overseas Studies (F, S: 3)

For students who have completed a semester of student teaching abroad. Students lead seminars on the culture of overseas sites with students planning to go abroad. By permission only.

Kilburn E. Culley

ED 256 Secondary Student Teaching (S: 9)

A semester field experience (300+ clock hours) for Arts and Sciences seniors minoring in secondary education. Students are assigned a full-day in senior high schools in the area or at selected sites overseas or out-of-state. Prerequisites are a 2.5 grade point average; successful completion of all necessary courses and pre-practicums, including three field-based labs; and approval of the Director of Secondary Programs and the Assistant Dean. Students taking ED 256 must also take ED 257 concurrently. Applications for both courses must be submitted to the Field Office during the semester preceding the one in which the courses are to be taken.

Kilburn E. Culley

ED 257 Secondary Field Pre-Practicum and Seminar (F, S: 3)

The field pre-practicum assignment taken concurrently with ED 251 during the first two weeks of the semester. Mornings are spent in observation and activities at the school where the student will be undertaking the full practicum. Afternoons are spent in a seminar at Boston College.

Pass/Fail

*Terrie L. Epstein
Edward Smith*

ED 258 Secondary Field Pre-Practicum (F, S: 1)

A half-day-a-week field lab for sophomores and juniors majoring in secondary education. Placements are made in selected school and teaching-related sites. To be taken concurrently with ED 311, ED 323, and/or the subject methods course. Application to the Field Office must be made the semester preceding the pre-practicum: by November 15 for spring pre-practicums and by March 31 for fall pre-practicums.

Pass/Fail

Kilburn E. Culley

ED 261 Middle School Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the middle school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 15 for spring internships and by March 31 for fall internships.

Kilburn E. Culley

ED 262 Elementary Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the elementary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 15 for spring internships and by March 31 for fall internships.

Kilburn E. Culley

ED 263 Secondary Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed

professionals at the secondary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 15 for spring internships and by March 31 for fall internships.

Kilburn E. Culley

ED 264 Early Childhood Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week for seniors majoring in early childhood education. Placements are made in selected area, international or out-of-state nursery and primary schools. Students are assigned to a full-day experience in an early childhood classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.

Kilburn E. Culley

ED 266 Severe Special Needs Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week for seniors majoring in severe special needs education. Placements are made in selected area, international or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a severe special needs classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 15 for spring practicums and by March 31 for fall practicums.

Kilburn E. Culley

ED 267 Internship in Computers (F, S: 3)

Supervised experience is offered in the use of computers in educational settings.

Walter Haney

ED 268 Field Internship (F, S: 3)

Supervised experience is offered in practical work settings. Not open to students in teacher certification programs without permission from the Field Office the semester preceding the internship.

Kilburn E. Culley

ED 269 Extended Field Practicum (F, S: 3)

For students who have advance approval to continue student teaching. Application must be made to the Field Office by November 15 for spring extended practicums and by March 31 for fall extended practicums.

Kilburn E. Culley

ED 274 Responsible use: Alcohol and Other Drugs (F, S: 3)

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concepts of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism; and to help develop responsible decision making.

Theresa A. Powell

ED 275 Human Sexuality (F, S: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of developments, reproduction, contraception, sexually transmitted disease, and

abortion, sexual development and identity; current trends in sexual mores; the role of sex in relationships and the role of sex in society. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective.

Theresa A. Powell

ED 277 Nutrition, Physical Fitness, and Weight Control (F: 3)

Principles of nutrition, energy, body composition and physical activity and how they relate to weight control and physiological conditioning.

The Department

ED 278 Wellness and Health: Diagnosis & Planning (S: 3)

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-making within one's life style. Clinical, community agencies and school health education models will be diagnosed to determine their effects upon the social, cultural and psychological foundations of wellness/health.

The Department

ED 279 Holistic Living (F: 3)

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationships to the ego. Class presentations will be experiential as well as conceptual and analytical.

The Department

ED 290 Number Theory for Teachers (F: 3)

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

Margaret J. Kenney

ED 291 Geometry for Teachers (S: 3)

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

Margaret J. Kenney

ED 296 Philosophy of Poetry and Music I (F: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art. Open only to students in the Honors Program. Permission required. Two-semester program.

The Department

ED 297 Philosophy of Poetry and Music II (S: 3)

This course is a continuation of ED 296. Open only to students in the Honors Program. Permission required.

Joseph Flanagan, S.J.

ED 298 Honors Seminar I: Philosophy of Education (F: 3)

This course, open to students in the Honors Program, includes readings and discussion of such authors as Counts, Gardner, Newman, Maritain, Plato, and Whitehead.

Edward B. Smith

ED 299 Honors Seminar II: Philosophy of Education (S: 3)

This course, open to students in the Honors Program, includes readings and discussion of such authors as Barzun, Leonard, Piaget, Skinner, and Van Doren.

Edward B. Smith

UN 109-110 Horizons of the New Social Sciences/Perspectives III (F, S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues. This two-semester course is open only to students in the Honors Program.

Harry Otaguro

ED 300 Secondary Science Methods (F: 3)

A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

George Ladd

ED 301 Secondary History Methods (F: 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or 429 must be taken concurrently.

Terrie L. Epstein

ED 302 Secondary/Middle School English Methods (F: 3)

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered. Unless otherwise approved, students taking ED 302 must also take ED 258 or ED 429 concurrently.

Edward B. Smith

ED 303 Secondary Language Methods (F: 3)

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audiovisual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

The Department

ED 304 Secondary Math Methods (F: 3)

This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading papers, and evaluation of student performance. The responsibility of the student

teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. ED 258 or 429 must be taken concurrently.

The Department

ED 310 Family, School, and Community Relations (S: 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and long term effects of divorce, single-parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

Restricted to Early Childhood majors.

The Department

ED 311 Secondary Curriculum and Instruction (F, S: 3)

This course examines a range of topics concerning secondary school teaching, including philosophical perspectives; school organization and operations; designing curriculum, units and lesson plans; relating to a diversity of students; classroom management; various methods of teaching and testing; understanding research in secondary education; and working and developing as a professional in cooperation with others in a professional environment.

Patricia Aubin

Terrie L. Epstein

ED 314 Psychology of Self-Control (F: 3)

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I control me?*" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered.

John Dacey

ED 315 The Psychology of Adolescence (S: 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

William Kilpatrick

ED 316 Seminar and Methods in Early Education (S: 3)

This course focuses on the careful design and implementation of teaching strategies and curriculum in early education. Students will participate in a seminar at Boston College plus a one-day-a-week field pre-practicum. Students will have concrete experiences in developing a variety of teaching strategies and will be videotaped using these strategies. There will be a particular focus on teaching critical thinking during the early years. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts,

communication skills, health, and physical education.

Beth Casey

ED 321 Language and the Language Arts (S: 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.

John Savage

ED 323 Reading and Special Needs Instruction in the Middle and Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.

The Department

ED 325 Science in the Elementary School (S: 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

George T. Ladd

ED 326 Science in the Secondary School (F: 3)

Current issues, trends and innovations in science education at the secondary (7-12) level will be investigated and discussed. This course is required of all Master's, C.A.E.S., and Doctoral students with a science education emphasis in their programs.

By arrangement

George T. Ladd

ED 345 Critical Issues in Teaching (S: 3)

This course provides an opportunity for students to understand the political, social, economic, organizational, and interpersonal issues that affect classroom teachers' ability to practice their craft. Case studies, self-studies, readings, films, and other media will be used throughout the course to examine issues like juvenile delinquency, classroom management, student-teacher relationships, working with parents, working in urban areas, self-evaluation, and other issues related to being an effective teacher. Participants will be required to write weekly memorandums, take part in weekly discussions, and complete two policy memorandums. Any student interested in practice and policy issues in elementary/secondary education and higher education will find the course of benefit.

Ceasar McDowell

ED 349 Sociology of Education (S: 3)

A broad survey of the field of sociology of education that starts with a brief discussion of human behavior and then considers individuals, groups, and communities. The course will deal with family, classroom, school, and community interactions, both in terms of how they influence the child and how educators can respond to these factors.

Ted I.K. Youn

ED 351.07 Budget and Financial Planning in Education (F: 3)

Recognizing that this area is of vital importance for Catholic schools, this course will examine the various aspects of budget formulation, development programming, and long-range financial design. This examination will include budget constructs, fund raising, public relations, and long-range financial planning.

Dates: September 28–29; October 26–27; November 16–17; November 30–December 1.

*Richard Burke
William MacNeill*

ED 361 History of Western Education I (F: 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance.

Edward J. Power

ED 363 Children's Literature (S: 3)

Through the use of various media and the extensive reading of children's books, this course examines several genres of children's literature. Special emphasis is given to understanding the use of children's literature in pre-school and elementary classrooms, supporting children's responses to literature, and designing an integrated literature program.

Lea McGee

ED 365 Mass Media and Education (F: 3)

Modern technology has converted the audiovisual service of old into the media center of today. The major impact of contemporary media of communication on education, however, will probably be felt in the informal rather than the formal sector. This course will examine the roles and responsibilities of both printed and broadcast media on the total educational enterprise.

Pierre D. Lambert

ED 367 Introduction to BASIC (F: 3)

An introduction to computers and their applications in education. The origins, development, and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language.

John A. Jensen

ED 368 Introduction to LOGO for Educators (S: 3)

An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a term project using the language.

John A. Jensen

ED 374 Management of the Behavior of Students with Severe Special Needs (F: 3)

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to principles of reinforcement, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and ethical and responsible use of applied behavior analysis procedures.

Alec F. Peck

ED 380 Functional Implications of Vision Pathology (F: 3)

This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course assists students in the interpretation of ophthalmic and optometric data for individualized program planning with the visually handicapped. An overview of systems

for visual stimulation, sight utilization and perceptual motor training is included.

Richard Jackson

ED 382 Alternative Communication Systems (S: 1)

(For students enrolled in Visually Handicapped Studies) A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., manual alphabet, natural gestures, signing, communications boards, etc.

The Department

ED 384 Severe/Multihandicapped Techniques I (F: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching the severely and multihandicapped child. The areas of gross motor, fine motor, and self-care are emphasized. Medical management of children and the role of the educator in the multi-disciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

The Department

ED 386 Communication (Manual) II (F, S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated.

Edward Mulligan

ED 389 Assessment of Children with Low Incidence Handicaps (F: 3)

The assessment process, including norm-referenced and criterion-referenced devices for students with severe handicapping conditions is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and environmental inventories are addressed. The relationship of the individual education program (IEP) to the assessment process is stressed. Substantial field work is required in this course.

The Department

ED 390 Movies and Morality (F: 3)

For educators and parents interested in character formation. How films can be utilized in the moral education curriculum or at home. The course will be based on recent developments in the area of narrative psychology. Specific films will be linked to specific virtues. Students should have access to a VCR.

Kirk Kilpatrick

ED 396 Independent Living Skills for the Visually Handicapped (S: 3)

Through class discussion and laboratory experience, basic home care skills such as meal preparation, housekeeping, home mechanics, and crafts are presented. Adaptations for pre-vocational and vocational skills are considered.

The Department

ED 398 Working with Families and Human Service Agencies (S: 3)

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

Alec F. Peck

The following courses are offered on a regular basis.

ED 195 Tutorial in Teaching

ED 289 Motivation and Learning

ED 294 Perspectives in Sex Differences

ED 295 Honors Seminar: Psychology of Stress

ED 355 Ethical and Moral Dimensions of Administrative Decision-Making

ED 356 Instructional Supervision for Administrators

ED 362 History of Western Education II

ED 370 Introduction to FORTRAN

ED 372 Introduction to PASCAL

ED 399 Career/Vocational Strategies and Curriculum Design



The Wallace E. Carroll School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building—Fulton Hall—which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives—to educate the managers and leaders of organizations, whether they be business, government, hospital or education oriented. The school was formally named for Wallace E. Carroll in March, 1989.

Objectives of the Carroll School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end,

the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history, the natural sciences, and competence in a foreign language at the intermediate level.
2. Professional Core: To develop in students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.
3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses distributed over eight semesters of four academic years with a cumulative average of at least a 1.500. Within these thirty-eight courses is the University Core curriculum of liberal arts courses required of all students, the Management Common Body of Knowledge courses, a Management concentration of at least four courses, and electives.

The 38 courses required for graduation are listed below. Where a course number is given it is the number of the course most commonly taken to fulfill the requirement. For most requirements there are other courses (for example, Honors sections with different course numbers) that also fulfill the requirements. You should consult this Catalog, your faculty advisor, or the office of the Associate Dean if you have questions. In parentheses after each requirement is the year in which it is recommended the course be taken.

Arts and Sciences Courses

2	English Core	(freshman)
1	MT 172 Finite Mathematics	(freshman)
1	MT 173 Calculus	(freshman)
2	European History Core	(any year)
2	Natural Science Core	(freshman or sophomore)
2	Philosophy Core	(any year)
2	Theology Core	(any year)
4	*Arts and Sciences electives	(any year)

* Up to 4 courses may be needed to complete the foreign language requirement at the intermediate level.

Management Courses

1	EC 131 Microeconomics	(freshman or sophomore)
1	EC 132 Macroeconomics	(freshman or sophomore)
1	MC 021 Computers for Management	(freshman or sophomore)
1	MA 021 Financial Accounting	(sophomore)

1	MA 022 Managerial Accounting	(sophomore)
1	EC 151 Statistics	(sophomore)
1	MJ 021 Introduction to Law	(sophomore or junior)
1	MB 021 Organizational Behavior	(sophomore or junior)
1	MD 021 Management and Operations	(junior)
1	MF 021 Basic Finance	(junior)
1	MK 021 Basic Marketing	(junior)
1	MD 099 Strategy and Policy	(senior)
4	SOM concentration courses	(junior, senior)

Electives

6 Electives (any year)

With the exception of MD 099 Strategy and Policy, all management core courses normally are completed by the end of the junior year.

The prerequisites for individual courses must be followed. Prerequisites for courses are listed in the individual course descriptions.

Foreign Language Requirement

All students graduating in May 1994 and thereafter must demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by achieving a 500 on a College Entrance Examination Board Foreign Language (CEEB) Achievement Exam or a 3 or better on an Advanced Placement exam, by passing an exam administered by a language department at Boston College, or by successful completion of two semesters of course work at the intermediate level. Fulfillment of the proficiency requirement by examination does not confer course credit. Language courses will count as Arts and Sciences electives. Students born and raised in countries where English is not the native language normally fulfill this proficiency requirement from information on their high school transcripts and by passing their Core English courses. Students with documented learning disabilities may be exempted from the foreign language requirement.

Students graduating before May 1994 are strongly advised to study a foreign language. Some foreign language courses are directed particularly to management students. For example, the Department of Romance Languages offers RL 321 Spanish for Business, and RL 320, Le Français des Affaires, in which special attention is given to vocabulary and conversation for business.

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- a study of organization theory, interpersonal relationships, control and motivation systems, and communications;
- a background of the concepts, processes, and institutions in marketing and distribution,

production, and financing functions of business enterprise;
 a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Concentrations

Students must complete a concentration in one of the following areas: Accounting, Computer Science, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Strategic Management. Students normally declare a concentration second semester sophomore year or during the junior year. Most concentrations require four courses beyond the core. However, Computer Science requires five courses; Accounting requires six. Students in these concentrations have fewer free electives. It is possible for students to complete more than one concentration, although this is not advised except in unusual situations.

Arts and Sciences Majors

For students who have a very strong interest in an area in Arts and Sciences it is possible to arrange to complete a major in the College of Arts and Sciences by utilizing their electives. For example, it is possible to graduate with a concentration in Finance and a major in Theology. Students interested in this option should contact both the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

The Carroll School of Management offers its undergraduates an integrated concentration in Management and Psychology. Persons interested in this concentration should contact the coordinator through the office of the Undergraduate Associate Dean as early as possible.

Junior Year Abroad

Studying and living in another country enables students to broaden their horizons and experience a different culture. Carroll School of Management students are encouraged to spend at least a semester studying abroad. This is usually done in junior year. Students studying abroad normally take the equivalent of 5 Arts and Sciences or free electives. Each semester, students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully, so as to minimize the number of electives taken before junior year, if they are interested in studying abroad. All students interested in studying abroad should see the Junior Year Abroad Office in 106 Gasson Hall early in their sophomore year and then the CSOM Undergraduate Associate Dean. In order to receive permission to study abroad, students normally need a 3.0 average.

Academic Regulations

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses

by the beginning of the second year, nineteen courses by the beginning the third year and twenty-nine courses by the beginning of the fourth year.

Academic Dismissal

At the end of each semester students who do not meet the academic standards of the School of Management are dismissed. Possible grounds for academic dismissal include:

1. Passing fewer than three courses in a semester
2. Passing fewer than eight courses in an academic year (except senior year)
3. Passing fewer than 18 courses by the end of sophomore year
4. Passing fewer than 28 courses by the end of junior year
5. A cumulative grade point average of below 1.500
6. Starting with the Class of 1994, persons with any combination of 7 withdrawals and/or failures may be permanently dismissed.

External Courses

The only courses which a student, after admission to the Carroll School of Management, normally may apply towards a degree will be those offered at Boston College (through the Carroll School of Management, College of Arts and Sciences, School of Education, and School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved *in writing* by the Associate Dean *in advance*, before the courses are begun. Exceptions may be granted by the Associate Dean for official cross-registration programs, the Junior Year Abroad program, certain special study programs at other universities, courses in the Evening College, and summer school courses. Courses that are used to fulfill specific requirements in the University Core, Management Common Body of Knowledge, and Management Concentration must also be approved by the chairperson of the relevant department, as must all courses taken through the Evening College and Summer School. Courses not available at Boston College may be taken at certain other local universities with the permission of the Associate Dean.

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request the registrar at the host university to forward an official transcript to the Registrar's Office at Boston College.

Summer Courses

Summer courses are considered external courses, as indicated above. There are four basic reasons for which students may be permitted to take summer courses:

1. To make up for a past failure, withdrawal, or underload
2. To allow for a lighter course load in the future (one course)
3. To enable a student to fulfill a second major or concentration
4. For enrichment

Students are not allowed to take summer courses to accelerate their date of graduation. Students may not take more than three courses in any one summer. Students who attend sum-

mer school normally take Arts and Sciences electives.

Students who take courses in the summer normally enroll at Boston College Summer School. However, this is not always feasible, so sometimes it is possible to attend summer school at another four-year accredited college or university. In rare cases, students may be allowed to take certain management courses at other business schools. Normally, these business schools must be accredited by the American Assembly of Collegiate Schools of Business.

Summer school courses must have prior approval from the appropriate department chairperson and from the Associate Dean. A student who wishes to attend summer school should complete the following steps:

1. Pick up a summer school approval form in Fulton 306B.
2. Obtain a copy of the catalog of the summer school he or she wishes to attend. The catalog should contain a description of the courses and an indication of the number of hours each course meets per week and the number of weeks in the summer school term. (Each course should meet for at least 35 class hours, including final exam, spread out over at least 6 weeks.)
3. Have the form approved by the chairperson of the corresponding Boston College academic department (for example, Theology or Finance.)
4. Then have the form approved by the CSOM Undergraduate Associate Dean.

This process must be completed *before* the course is taken. It is usually completed in April.

Final Examinations

The final examination schedule for most courses is set before classes begin. Courses with multiple sections may have common departmental final examinations at a date and time determined by the Registrar's Office during the semester. Students with three final examinations scheduled for the same day are entitled to take a makeup exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date.

Pass/Fail

In general, University Core and Carroll School of Management courses may not be taken by any student on a Pass/Fail basis. The only courses that are acceptable for Pass/Fail are electives taken in the College of Arts and Sciences, School of Education, or School of Nursing. Carroll School of Management students must receive the written permission of the instructor and the Associate Dean in order to take a course Pass/Fail. Approval will be given only during the registration and Drop/Add periods.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the *University Student Guide*. Attendance in class for the other years is free and is left to the maturity and responsibility of

the individual student; however, certain courses because of their special approach require attendance, e.g., MD 099–Strategy and Policy.

In cases of prolonged absence due to illness, injury, or other significant reasons, a student or a member of his or her family should communicate with the Dean for Student Development and the Associate Dean of the Carroll School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the Carroll School of Management as soon as the student's health and other circumstances permit.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses. Students must be registered for at least four courses per semester to be considered full time.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the Carroll School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0; they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any course intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for acceleration will carry an extra tuition charge. A sixth course may be taken by students who have a cumulative average of B (3.0) and have the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full-time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty.

After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: *Summa cum Laude*, with Highest Honors, will be awarded to the top 4.5% of the graduating class, *Magna cum Laude* to the next 9.5% and *Cum Laude* to the next 15%. Juniors in the top 5% of their class and seniors in the top 10% of their class are eligible for election to the national business honorary society *Beta Gamma Sigma*.

Special Programs

Management Honors Program

Beginning with the class of 1992, students will be invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more complete details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126, Management Communication Skills, and MH 199, the senior Honors Thesis. (See the Honors Program section for course descriptions.) These two courses are in addition to the 38-course requirement for the degree.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the Carroll School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the Carroll School of Management offers an ideal opportunity to develop these qualities. Pre-professional students interested in law should contact Associate Dean J. Joseph Burns of the College of Arts and Sciences, the pre-law advisor.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in govern-

ment, literature, religion, the arts, science, human relations and law. The University, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The Carroll School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader, Jack Anderson, Senator Paul Tsongas, and Andrew Young.

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Andersen Consulting Award: In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the School of Management is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

The Wall Street Journal Award: A recognition of achievement award and a year's subscription to the Wall Street Journal given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

The William I. Lee Accounting Award: An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting major.

The Raymond J. Aherne Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

The James E. Shaw Memorial Award: An award given to a senior in the School of Management who has been accepted to a recognized Law School, and who has demonstrated a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extracurricular achievement.

Accounting

Faculty

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, Chairperson of the Department
B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Kenneth B. Schwartz, B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Associate Professor Frederick J. Zappala, B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor Jeffrey R. Cohen, B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Laurie W. Pant, B.A., College of New Rochelle; M.Ed., Emory University; M.B.A., D.B.A., Boston University

Assistant Professor David J. Sharp, B.A., M.A., Lincoln College, Oxford University; M.Sc., University of Manchester; Ph.D. Massachusetts Institute of Technology

Instructor Progyan Basu, B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D.(cand.), University of Nebraska, Lincoln

Instructor Dennis Hanno, B.B.A., University of Notre Dame; M.S., Western New England College, Springfield; Ph.D. (cand.), University of Massachusetts, Amherst

Instructor Gil J. Manzon, B.S., Bentley College; D.B.A. (cand.), Boston University

Lecturer William J. Horne; A.B., A.M., Boston College

Program Description

The objective of the curriculum sequence is to prepare the undergraduate student who concentrates in accounting for a professional career in accounting for the remainder of this decade and into the next. This curriculum is broad based in its scope and coverage so as to be relevant and useful for a professional accounting career, whether that career be in public accounting, industry, financial institutions, not-for-profit organizations or government. The program emphasizes the conceptual and the applications aspect of the financial accounting standards and managerial accounting techniques, and the relationship between accounting information and recent developments

in economics, finance and the behavioral sciences.

Courses Required for a Concentration

Junior Year

- MA 301 Financial Accounting Standards and Theory I
MA 302 Financial Accounting Standards and Theory II
MA 307 Managerial Cost Analysis
MA 309 Analysis and Audit of Information Systems (May be taken Fall Senior Year)

Senior Year

- MA 402 Theory and Contemporary Issues in Accounting
MA 405 Federal Taxation

Electives

- MA 399 Research Seminar in Accounting
MA 401 Financial Accounting Standards and Theory III
MA 408 Financial Auditing

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants contact the state they plan to practice in concerning the educational requirements of that state. Many states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. The faculty of the Department is available for advising on how best to fulfill these requirements.

Course Offerings

MA 021 Financial Accounting Information Systems (F, S: 3)

This course deals with the formal financial information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting concepts, standards and procedures are studied from the standpoint of providing the tools for subsequent analysis of the financial statements.

The Department

MA 022 Managerial Accounting (F, S: 3)

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, managerial accounting fundamentals for product costing and cost-volume-profit relationships, budgeting for both profit planning and capital outlays, standard cost analysis and responsibility accounting.

The Department

MA 301 Financial Accounting Standards and Theory (F, S: 3)

Prerequisite: MA 022

This is the first course of a four course sequence which comprehensively addresses accounting and reporting standards. Throughout the sequence, emphasis is placed on the application of accounting theory to the development of financial statements of proper form and content. In this, the first course, attention is directed to the study of asset accounting and

valuation and the relationship between the balance sheet and the statement of income.

The Department

MA 302 Financial Accounting Standards and Theory II (F, S: 3)

Prerequisite: MA 301

Emphasis is placed on the continuing relationship between theory and practice as applied to the liability and the stockholder's equity section of the balance sheet. Specific areas of coverage include long-term debt, troubled debt restructuring, stockholders' equity, long-term investments, business combinations, and statement of cash flows.

The Department

MA 307 Managerial Cost Analysis (F, S: 3)

Prerequisite: MA 022

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, cost behavior, and CVP analysis, systems design, responsibility accounting and decentralization, profit planning through operating budgets and capital budgets, standard costing, direct costing and relevant costing.

The Department

MA 309 Audit and Analysis of Accounting Systems (F, S: 3)

Prerequisites: MA 301, MC 022, EC 151

The course provides an overview of auditing, analyzing, and understanding both manual and computerized accounting systems. The topics include the environment of auditing, ethics, legal framework, analytical review techniques and risk assessment, internal control review, statistical sampling for control compliance and direct tests of balances, audit evidence, generally accepted auditing standards, and control structure of accounting information systems, databases, security, fraud, software controls, and computerized auditing. A paper is required; either detailing the results of an analytical review of a real firm or an internal control assessment of a small business.

The Department

MA 399 Research Seminar (F, S: 3)

Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

MA 401 Financial Accounting Standards and Theory III (F, S: 3)

Prerequisite: MA 302

The course further develops the theoretical framework of the accounting discipline. Areas of investigation include earnings per share, pensions, tax allocation, accounting changes, prior period adjustments, interim and segment reporting and foreign currency transactions fund and not-for-profit accounting and financial statement analysis.

The Department

MA 402 Theory and Contemporary Issues in Accounting (F, S: 3)

Prerequisite: MA 302

This course is presented in four parts. The first deals with theory development culminating with an in-depth look at the conceptual framework. The second part explores alternative theory development, the impact of politicization, economic consequences, efficient market theory and other factors which affect the development of accounting principles. The third part focuses on theory applications, specifically GAAP. The last part of the course exposes the student to accounting for leases and accounting for changing prices.

The course objective is to develop the stu-

dent's understanding of major conceptual issues of the accounting discipline and the complexities and difficulties surrounding their application. The pedagogy throughout the course is on student participation through presentations, term papers and class discussion.

The Department

MA 405 Federal Taxation (F, S: 3)

This course considers Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meaning of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate gift and excise tax laws.

The Department

Business Law

Faculty

Professor Frank J. Parker, S.J., B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, Chairperson of the Department
B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Alfred E. Sutherland,
B.S., A.M., J.D., Boston College

Assistant Professor Scott F. McDermott, B.A.,
Colby College; J.D., Boston College

Assistant Professor Patricia A. Norton, B.A.,
Boston College; J.D., New England School of Law

Course Offerings

MJ 021 Law I—Introduction to Law and Legal Process (F, S: 3)

This course is an introduction to law, legal institutions and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are examined in this increasingly important area.

The Department

MJ 022 Law II—Business Law (F, S: 3)

The course examines the Uniform Commercial Code with respect to the law of sales, commercial paper, creditors rights and secured transactions. Partnerships, corporations, bankruptcy, real property, wills, trusts, estates, personal property, bailments and agency are included.

Recommended for Accounting and Marketing students. Required for those taking the C.P.A. Examinations in New York.

Scott McDermott

MJ 152 Labor Law (F, S: 3)

Introductory considerations pertaining to organized labor in our society. Examination of the process of establishing collective bargaining, including representation and bargaining status under the Railway Labor Act and the National Labor Relations Act. Class discussion of the leading cases relevant to the legal controls which are applicable to intra-union relation-

ships and the legal limitations on employer and union economic pressures. Additional topics studied are the law of arbitration, fair employment practices, law of public sector collective bargaining, and employee safety and health law. Students are required to submit a research paper on a current Labor Law topic.

David P. Twomey

MJ 154 Insurance (F, S: 3)

The course is designed to acquaint the student with the fundamental legal, actuarial and financial principles of insurance as applied to modern business requirements involving a study of life, property and casualty insurance. Legal aspects of the insurance contract as the principal instrument of risk management are analyzed thoroughly. The role of the federal and state governments with respect to social security, unemployment and worker's compensation and insurance regulations is examined carefully.

Patricia Norton

MJ 156 Real Estate (F, S: 3)

The course examines the legal nature and forms of real estate interests, conveyancing of real property rights, brokerage operations, valuation and appraisal process, mortgage financing, principles of real estate, tax aspects, land development, management of real estate properties, and government involvement in public policy considerations of land use.

Vincent Harrington

Richard J. Monahan

Albert Sullivan

MJ 161 Corporate and S.E.C. Law (F, S: 3)

The course examines the role of the corporation in modern society and the factors affecting choice of the form of business organization including corporations, partnerships and trusts, corporate governance and the fiduciary obligations of directors and officers. The developing body of federal securities law is explored, including analysis and evaluation of the Securities and Exchange Commission and its regulations. The professional and legal responsibilities of accountants, particularly with regard to financial and registration statements are critically examined.

Alfred E. Sutherland

MJ 625 Law and Policy in International Law (S: 3)

This course involves a study of the relations of law to international economic policy, the United States Constitution and regulations of foreign trade, the responsibilities of the United States Trade Representative in the negotiation and coordination of foreign economic relations, the General Agreement on Tariff and Trade, escape clause, anti-dumping laws and countervailing tariffs, the International Monetary Fund and global liquidity and Swiss Banking Secrecy laws.

Alfred E. Sutherland

MJ 674 Advanced Topics in Business Law

An in-depth treatment, at an advanced level suitable for graduates and undergraduates, of an area not covered in the regular curriculum. Topics may differ each term the course is offered and will be announced prior to registration. The course may be taken up to two times for credit.

The Department

Computer Science

Faculty

Professor Peter G. Clote, B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor James Gips, B.S., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Howard Straubing, Chairperson of the Department
A.B., University of Michigan; Ph.D., University of California at Berkeley

Assistant Professor Radha R. Gargeya, B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

Assistant Professor Michael C. McFarland, S.J., A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

Assistant Professor Robert P. Signorile, B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Instructor Michael P. Bieber, B.A.S./B.S.E., University of Pennsylvania; Ph.D.(cand.), The Wharton School, University of Pennsylvania

Program Description

The Computer Science Department offers, in cooperation with the Department of Mathematics, a major in Computer Science for students in the College of Arts and Sciences and two concentration programs in Information Systems and in Computer Science, primarily for students in the Carroll School of Management. In addition, the department offers an elementary course (MC 021) for students who want to learn enough about computers to use them effectively in their work; this course is required for students in the Carroll School of Management and is open to all students in the University. Some course work in Computer Science is also required for the minor in Cognitive Science in the College of Arts and Sciences, and for two specialization programs with the School of Education.

The Computer Science major consists of ten courses in Computer Science and four semesters of Mathematics. For more detailed information, see the Computer Science section in the Arts and Sciences section of this Catalog. Information on the minor in Cognitive Science may be found under "Minors" in the Arts and Sciences section.

Students in the School of Education may obtain a specialization in Computer Science by taking the courses Computer Science I and Computer Science II. Carroll School of Management students concentrating in Computer Science may obtain a specialization in education by taking ED 628 and ED 666.

The requirements for the concentration pro-

grams in the Carroll School of Management are described below. These concentration programs are available to students in the College of Arts and Sciences. These students must obtain a letter from the Chairman of the Computer Science Department certifying completion of the program to ensure proper entry on their transcripts.

Courses Required for the SOM Information Systems Concentration

The SOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's need and further its objectives. The Information Systems concentration is appropriate as a primary concentration for SOM students; it is also appropriate as a second concentration for students whose primary concentration is another SOM concentration such as Finance, Accounting, or Marketing. The IS concentration consists of four courses beyond MC 021 including three required courses and an elective:

MC 140 Computer Science I
MC 252 Systems Analysis
MC 254 Business Systems
Any Computer Science elective

Courses Required for the SOM Computer Science Concentration

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions and to go on for graduate study in Computer Science. The Computer Science Concentration also fulfills all the prerequisite courses for the Boston College Master of Science Program in Computer Science.

The CS concentration consists of five required courses beyond MC 021:

MC 140 Computer Science I
MC 141 Computer Science II
MC 248 Discrete Mathematics
MC 260 Assembly Language
MC 383 Analysis of Algorithms

Course Offerings

MC 021 Computers in Management (F, S: 3)

Prerequisite: None

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use a variety of application packages including spreadsheets, word processors, database systems, and graphics packages. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. A sizeable portion of the course is devoted to teaching students to program computers.

MC 140 (MT 550) Computer Science I (F, S: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in

the language Pascal; good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

MC 141 (MT 551) Computer Science II (F: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.) both in terms of their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures.

The Department

MC 248 Discrete Mathematics (F: 3)

This is a course in discrete mathematics for students concentrating in Computer Science and for students preparing for the Master of Science Program in Computer Science. Topics include Logic, proofs, mathematical induction, correctness of algorithms, sets, relations, functions, permutations, combinations, partitions, graphs, trees, digraphs, and discrete probability. Note: MC 248 is not open to A&S Computer Science majors, who must complete the two-semester sequence MT 243–MT 244.

MC 252 Systems Analysis (F, S: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

This course deals with the life cycle of information systems from their conception through their eventual replacement. The requirements of the system must be determined. The system and its files and databases must be designed. The programming and other parts of its implementation must be managed so that they will be completed on time and so that the product serves the needs of its users. The system must be maintained once it is implemented. The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process. *The Department*

MC 254 Business Systems (F, S: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

Business is the major user of computer systems today. This course deals with the main ideas used in systems for business applications. A major focus of this course is the efficient and reliable handling of large amounts of data in files. A variety of file organizations and access methods are discussed. Students learn to program in a widely-used language (such as COBOL or a fourth-generation language) for developing information systems.

The Department

MC 260 (MT 572) Computer Organization and Assembly Language (F: 3)

Prerequisite: Computer Science II (MC 141/MT 551)

This course is a study of the organization of computers at the "low level" of the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations, complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

MC 340 Management Information Systems (S: 3)

Prerequisite: None

Today's managers need to be able to understand both the strategic value and the organizational impact of information systems. This course provides hands-on experience to familiarize the student with important techniques that managers must understand, and introduces organizational and strategic aspects of information and information technology with the goal of developing computer fluency.

The Department

MC 359 Artificial Intelligence (F: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

This course is an introduction to the basic ideas and techniques used in Artificial Intelligence, the branch of Computer Science that tries to get computers to do things that, when they are done by human beings, are thought to require intelligence. This course deals with programs that play games (like chess or checkers), that solve problems, that understand natural languages such as English, and that can see things in their environments. Programs based on ideas from Artificial Intelligence are being increasingly used in business, education, medical and scientific applications and other applications areas. The ideas involved in Artificial Intelligence now play an important role in scientific studies of the human mind.

The Department

MC 362 Operating Systems (S: 3)

Prerequisite: Computer Science II (MC 141/MT 551)

Operating Systems manage a system's resources, assign hardware to specific tasks, manage concurrent operations, protect the user's data and programs, and facilitate the sharing of a single computer by many users and the networking of many computers together. This course deals with the main ideas used in the design and construction of such systems.

The Department

MC 371 Compilers (F: 3)

Prerequisite: Computer Science II (MC 141/MT 551)

Compilers are programs that make high level programming languages, like Pascal and COBOL, possible by translating programs in such languages into machine code or some other easy-to-process representation. This course deals with the principles and techniques used in the design of compilers. The same principles play an important role in the design of other software, such as text editors, natural language processors and vision systems. Topics

include lexical analysis, parsing, translation and code optimization.
The Department

MC 373 Robotics (S: 3)

Prerequisite: MC 260/MT 572

Robots now play an important role in our factories and, in the coming years, may play an important role in our homes. This is a "hands-on" laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several small assignments and a major project using the robots in the B.C. Robotics Laboratory.

The Department

MC 374 Topics in Computer Science

Prerequisite: Computer Science I

This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum. Topics covered will be announced just before registration. This course may be taken up to two times for credit.

The Department

MC 383 (MT 583) Algorithms (S: 3)

Prerequisites: Computer Science II (MC 141/MT 551) and either Discrete Mathematics, MT420, MT426, or MT445.

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

The Department

MC 385 (MT 585) Theory of Computation (S: 3)

Prerequisites: Computer Science II (MC 141/MT 551) and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines and undecidable problems, and computational complexity.

The Department

MC 399 Readings in Computer Science

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangement with a faculty supervisor and the permission of the department are required for registration.

The Department

600-Level Electives (Open to Graduates and Undergraduates)

MC 611 Digital Systems Laboratory

Prerequisites: Assembly Language, one year of college-level Mathematics including one term of Discrete Mathematics. Note: MC 611 may be taken instead of MC 830 to fulfill the MSCS core, or it may be taken as an elective. This course studies the hardware underlying all computer systems. As a result of this course, students should be able to analyze, build and troubleshoot simple digital circuits; understand at the gate level the operation of a microprocessor; and design and build the interface circuitry needed for microcomputer monitoring and control of real-time systems.

Topics include combinational and sequential circuits, elementary analog circuit theory, register-transfer level building blocks, input/output circuits, and microprocessor interfacing and systems design.

The Department

MC 622 Prolog (S: 3)

Prerequisite: Data Structures

Prolog, a declarative and non-procedural language, allows one to describe a problem (rules of parsing sentences of a natural language, logic puzzles, database queries, etc.), while the system "finds" a solution. The ease of writing programs to simulate "intelligent behavior" makes Prolog a language of choice for applications in Artificial Intelligence. After introducing the syntax, this course develops Prolog programming skills by considering applications in such areas as AI, expert systems, natural language parsing, and machine modeling.

The Department

MC 644 Scientific Computation (S: 3)

Prerequisites: At least one year of calculus and linear algebra and some knowledge of computer programming

This course is aimed principally at upper-division undergraduates and graduate students in the natural and social sciences who will use a computer to perform numerical computations in their research. Students learn a rational structured approach to program design, become familiar with the potential inaccuracies inherent in any numerical computation, and study a fairly large variety of the standard computational methods used in scientific work.

The Department

MC 690 Ethical Issues of Computer Use (S: 3)

Prerequisite: An introductory computer course or equivalent experience

This course helps students understand the many ethical issues raised by the use of computers in our society, and equips them to make informed, responsible, and well-reasoned decisions about the use of that technology. The course develops general principles and methods for ethical decision making and uses them to explore a number of issues relating to computer use, including privacy of information, security and computer theft, ownership of information, software piracy, computers in the workplace, software liability, artificial intelligence, and the military use of computer technology.

The Department

MC 699 Topics in Computer Science (F, S: 3)

This course, open to graduate and advanced undergraduate students, presents in-depth treatments of various topics in computer science not covered in the regular curriculum. Offerings vary each semester depending on the interests of students and faculty, and the availability of support resources.

The Department

Other courses offered occasionally by the Computer Science Department include:

- MC 357 Database Systems
- MC 372 Computer Architecture
- MC 633 Computer Graphics
- MC 652 Microcomputer Systems

Information concerning these courses can be obtained from the Department Chairperson.

Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, and public policy analysis. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

Course descriptions for Economics can be found in the Arts and Sciences section of this Bulletin.

Junior Year

First Semester

Microeconomic Theory 201 or 401

Second Semester

Macroeconomic Theory 202 or 402

Senior Year

First Semester

Economics Elective

Second Semester

Economics Elective

Finance

Faculty

Professor Walter T. Greaney, Jr., A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Robert Taggart, B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Professor Hassan Tehranian, Chairperson of the Department
B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor Laurence M. Benveniste, B.S., University of California, Irvine; Ph.D., University of California, Berkeley

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Associate Professor Nickolaos G. Travlos, B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Assistant Professor Kathleen Hevert, B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

Assistant Professor Robyn McLaughlin, B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D., Massachusetts Institute of Technology

Assistant Professor Hamid Mehran, B.A., Gilan College of Management; Ph.D., University of North Carolina, Chapel Hill

Assistant Professor Manoj Singh, B.Tech., Indian Institute of Technology, Kanpur; M.S., Ph.D., Purdue University

Assistant Professor Elizabeth Strock, B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Assistant Professor William J. Wilhelm, B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

Instructor Timothy S. Mech, B.A., Indiana State University; M.S., Ph.D (cand.), University of Rochester

Program Description

Financial management involves efficiently managing the flow of funds within an economic entity found in the four categories set forth below. Such management includes methods for the provision of funds and the allocating or investing of these funds on both a short-term and a long-term basis. The manager must be aware of and apply decision making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business forms, non-profit institutions, and government agencies—all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The Finance Department has designed its courses to prepare the student for competency in the financial managerial role in the four areas set forth below. Because of the School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, portfolio analysis, tax factors, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of both types of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, ranging from line management functions to

advisory staff positions, and encompass all industrial groups. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself.

—*Financial Institutions:* they include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks and one-stop providers of such services.

—*Manufacturing Firms:* they include privately held and publicly-owned firms large and small that sell goods ranging from standardized products to high technology systems.

—*Service Firms:* they include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as areas which incorporate finance as a necessary function of their operations, i.e., retailing, tourism, or entertainment.

—*Not-for-Profit or Government Firms/Agencies:* they include entities providing services in health care, education, social services, the arts, etc.

These sectors share a common denominator in terms of the skills, tasks and functions involved in the financial management position. Students are encouraged to talk to people active in specific areas of interest in order to gain insights into the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system which supplements normal faculty advisement.

The Undergraduate Concentration in Finance

In order to fulfill basic finance concentration requirements, the undergraduate finance concentrator must successfully complete a *minimum* of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

1. Basic Finance—MF 021
2. Financial Analysis and Management—MF 127 (MF 021, Basic Finance, is a prerequisite for this course)
3. Investments—MF 151 (MF 021, Basic Finance, is a prerequisite for this course).
**NOTE: Investments is required for Finance concentrators *beginning with the class of 1991*. Please see the Finance Department if you have questions.
4. Financial Policy—MF 225 (MF 127, Financial Analysis and Management, is a prerequisite for this course.)
5. Student-selected departmental elective. Students may select one of the following courses.
Money and Capital Markets—MF 132
(prerequisite: MF 021)
Portfolio Analysis and Management—MF 152
(prerequisites: MF 021 and MF 151)
Management of Financial Institutions—MF 157

(prerequisite: MF 021)

Commercial Bank Management—MF 158

(prerequisite: MF 021)

Tax Factors in Business Decisions—MF 167

(prerequisite: MF 021)

Financial Management of Multinational Corporations—MF 230

(prerequisite: MF 021)

Small Business Finance—MF 205

(prerequisites: MF 021, MF 127)

Real Estate Finance—MF 207

(prerequisite: MF 021)

Finance Seminar: Risk Management—MF 208

(prerequisites: MF 021, MF 151)

Financial Management of Government and Other Related Public and Private Institutions—MF 165

(prerequisite: MF 021)

Individual Directed Study—MF 299

(prerequisites: MF 021, Senior status, permission of faculty member and Department Chairperson)

For scheduling purposes, these requirements and their associated prerequisites necessitate the following courses to be taken in sequential order.

Basic Finance—MF 021

Financial Analysis and Management—MF 127

Investments—MF 151

Financial Policy—MF 225

The remaining requirement and any additional electives may be taken at any time after the successful completion of Basic Finance—MF 021 (as long as any other special prerequisites have also been completed).

Course Offerings

MF 021 Basic Finance (F, S: 3)

Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions covers the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

Lawrence Benveniste
Kathy Hevert
Larry Marino
Timothy Mech
Hamid Mehran
Malcolm Persen
John G. Preston
Elizabeth Strock
Hassan Tehranian

MF 031 Basic Finance—Honors

Prerequisite: MA 021

This course is a more rigorous version of MF 021 designed for honors students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

Hamid Mehran

MF 127 Financial Analysis and Management (F, S: 3)

Prerequisite: Management Core

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement

analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

*Robyn McLaughlin
Elizabeth Strock
Hassan Tehranian*

MF 132 Money and Capital Markets (F: 3)

Prerequisite: Management Core

This course is designed to teach the students the nature, roles and functions of financial markets and other institutions in the context of funds flows. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they impact on the performance of financial markets.

Mya Maung

MF 151 Investments (F, S: 3)

Prerequisite: Management Core

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*Alan Marcus
Manoj Singh
Elizabeth Strock*

MF 157 Management of Financial Institutions (F: 3)

Prerequisite: MF 021, Basic Finance

This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

Walter Greaney

MF 158 Commercial Bank Management (S: 3)

Prerequisites: MF 021, Basic Finance

Detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

Mya Maung

MF 167 Tax Factors in Business Decisions (F, S: 3)

Prerequisite: Management Core

This course examines the impact of the federal, state and local tax structures on the making of business decisions. Corporations, Partnerships, Sole Proprietorships and other business forms are looked at in detail. Specific topics that are covered are income taxes, capital gains and losses, contributions, capital structures, dividend policy, distributions of property, reorganizations, estate and gift taxes, and tax planning. The teaching method will be a combination of lectures, problems, and case discussions.

Walter Greaney

MF 205 Small Business Finance (F: 3)

Prerequisite: MF 127, Financial Analysis and Management

This course applies the tools and concepts cov-

ered in MF 127, Financial Analysis and Management, to the financial management of small businesses. It will focus on the issues and problems that are unique to the financial decision-making process in a small business. The teaching methods will be a combination of lectures and discussions of readings and cases.

Malcolm Persen

MF 207 Real Estate Finance (F, S: 3)

Prerequisite: MF 021 Basic Finance

The objective of this course is to provide an introduction and understanding of real estate finance which is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth (owner's equity) of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*Andrew Glincher
Joseph Peek*

MF 208 Finance Seminar: Risk Management (F: 3)

Prerequisites: MF 021, MF 151

This course introduces the student to the management of financial risk through the use of futures, options, and other derivative products. Following a development of the theory of derivative asset valuation, the course will focus on the application of these instruments to risk management problems faced by corporations and financial institutions.

William Wilhelm

MF 225 Financial Policy (F, S: 3)

Prerequisite: MF 127

The initial phase (approximately first 40%) of this course extends MF 127's treatment of a firm's investment, financing, and dividend decisions. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to: 1) apply the principles covered during the first segment; 2) integrate the firm's financial decisions; 3) demonstrate the relationship between corporate finance and other subfields of finance; 4) introduce the notion of financial strategy; 5) show the relationship between finance and other management functions.

*George Aragon
John Preston*

MF 230 Financial Management of Multinational Corporations (F: 3)

Prerequisite: Management Core

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics such as sources and uses of funds, working capital management, and capital budgeting are all discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government and environments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

Mya Maung

MF 299 Individual Directed Study (F, S: 3)

Prerequisite: Permission of the faculty member and the Department Chairperson to a student of Senior status in the School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated 1) an extremely strong interest in some particular area of Finance, and 2) a strong self-motivation and self-discipline in previous studies. It is required that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

The Department

MF 364 Monetary Policy and the Business Cycle (F: 3)

Prerequisite: Management Core

The course has two objectives. First, to give the student a good grounding in Monetary Theory—to understand how monetary policy impacts the real economy and the price level. Second, the student should gain a knowledge of the complexity of decision-making on Monetary Policy in the light of 1) the multiple objectives of policy, 2) uncertainties in the relationships between changes in interest rates, the growth rates of the monetary aggregates and economic activity and 3) imperfect knowledge of the strength of the economy.

Dr. Frank Morris

General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross-disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter to enter family business.

For additional information or assistance, contact the General Management Coordinator through the Office of the Undergraduate Dean.

Courses Required for a Concentration

Track A: Choose two areas. Within each area there is one required course and the option for one elective.

Track B: Choose the required course from each of four areas.

Accounting

Required Courses: MA 301, Financial Accounting Standards and Theory I; MA 302, Financial Accounting Standards and Theory II.

Electives: None.

Computer Science

Required Courses: MC 140, Computer Science I

Electives: MC 141, Computer Science II; MC

252, Systems Analysis; MC 254, Business Systems; MC 452, Assembly Language

Finance

Required Courses: MF 127, Financial Analysis and Management

Electives: MF 132, Money and Capital Markets; MF 151, Investments; MF 159, Management of Commercial Banks and Other Financial Institutions; MF 167, Tax Factors in Business Decisions; MF 225, Financial Policy; MF 230, Financial Management of Multinational Corporations.

Marketing

Required Courses: MK 253, Basic Marketing Research, or MK 256, Applied Marketing Management.

Electives: MK 152, Consumer Behavior; MK 154, Communication and Promotion; MK 155, Sales Management; MK 158, Product Planning and Strategy; MK 168, International Marketing.

Organization Studies/Human Resources Management

Required Courses: MB 110, Human Resources Management.

Electives: MB 111, Ethics Management and Employee Law; MB 116, Industrial Relations; MB 119, Interpersonal Communication in Organization; MB 120, Employment Policy; MB 123, Management of Conflict and Power; MB 127, Leadership; MB 135, Career and Human Resources Planning; MB 313, Personnel and Organizational Research; MB 364, Collective Bargaining; MB 601, Comparative Industrial Relations; MB 606, Consultation in Industrial/Organizational Psychology.

Operations and Strategic Management

Required Course: MD 250, Decision Analysis
Electives: Choose one: MD 222 Strategic Analysis; MD 255 Strategic Development (An Interactive Approach); MD 260 Ethical Issues in Management; MD 370 Operations Analysis; MD 384 Applied Statistics; MD 390 Small/Family Business Consulting; MD 604 Operations Research; MD 606 Forecasting Techniques; MB 110 Human Resources Management; or MB 116 Industrial Relations

Students considering these options should discuss particular course selections with appropriate department faculty.

Honors Program

Course Offerings

MH 126 Management Communication Skills (S: 3)

This is a course designed to teach future managers to speak and write effectively. Students are taught to prepare and deliver various kinds of talks: information briefings, sales presentations, participation in conferences and panels. Writing instruction and practice include the standard business formats: memos, letters, short and long reports. The course stresses clarity, brevity, and logical organization. Required of School of Management Honors Program students and open to others with permission of the Director of Management Honors.

Daniel McCue

MH 199 Project (F, S: 3)

Required of School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

Marketing

Faculty

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Raymond F. Keyes, Chairperson of the Department
A.B., Colby College; M.B.A., Boston College

Associate Professor Michael P. Peters, B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor Victoria L. Crittenden, B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Assistant Professor William B. Dodds, B.S., M.S., Clarkson College of Technology; Ph.D., Virginia Polytechnic Institute and State University

Assistant Professor David W. Lloyd, A.B., Gettysburg College; M.B.A., University of New Hampshire; D.B.A., Boston University

Assistant Professor Nicholas Nugent, B.A., M.B.A., University of South Florida; Ph.D., Florida State University

Assistant Professor Jean Romeo, B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst

Instructor Martin Roth, B.A., M.B.A., Ph.D. (cand.), University of Pittsburgh

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Program Description

Marketing, according to the American Marketing Association, is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives." Marketing involves 1) finding out what customers need and want, 2) planning and developing products and services to satisfy these wants, 3) determining whether there is a demand for the products or services, and 4) considering the best ways to price, promote, and distribute these products or services—in socially responsible ways.

All organizations either explicitly or implicitly practice marketing activities including business, nonprofit and government organizations within both market and planning oriented systems.

Typical career tracks within these wide varieties of organizations and systems are product or brand management, sales, sales manage-

ment, fundraising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Courses Required for a Concentration

Beyond the required Core course (Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, two are required:

MK 253 Marketing Research
MK 256 Applied Marketing Management

Marketing Research may be taken in the spring semester, junior year or the fall semester, senior year. When taken in the spring semester of junior year, it provides a strong base for other Marketing electives.

Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

MK 152 Consumer Behavior
MK 153 Retail and Wholesale Distribution
MK 154 Communication and Promotion
MK 155 Sales Management
MK 157 Professional Selling
MK 158 Product Planning and Strategy
MK 168 International Marketing
MK 170 Entrepreneurship and Marketing
MK 180 Marketing Topics
MK 258 Advanced Marketing Research
MK 299 Individual Study

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation. Students are cautioned, however, against becoming too narrowly specialized.

Course Offerings

Please note: All marketing courses, including Marketing Principles, are upper-level courses open only to juniors and seniors.

MK 021 Marketing Principles (F, S: 3)

This course will explore basic concepts, principles and activities involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process consisting of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing ethics.

*Jerome Brightman
Eugene Bronstein
Candida Brush
John T. Hasenjaeger
Raymond Keyes
Bert Mendelsohn
Nicholas Nugent
Michael Peters
Jean Romeo
Martin Roth
Maria Sannella*

MK 152 Consumer Behavior (F, S: 3)*Prerequisite:* MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of 1) individual behavioral variables such as motivation, learning, perception, personality and attitudes, 2) group influences such as family, culture, social class and reference group behavior, and 3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

*Sue Anne Davis**Michael Peters**Martin Roth***MK 153 Retail and Wholesale Distribution (F, S: 3)***Prerequisite:* MK 021

Three groups of students may be interested in this course. The first and larger number intends to work in a marketing function of a consumer goods manufacturer. As such this person will be dealing with distribution strategy and retailers of a wide variety. Having a clearer understanding of the way retailers and wholesalers operate will be a major advantage. The second group will actually seek employment after graduation in merchandising or sales supporting functions in a diverse group of retail or wholesale companies. The last group will simply wish a more intense look at distribution problems than that provided by the Marketing Principles prerequisite, MK 021. Many types of stores will be studied such as department stores, discount stores, promotional fashion stores, specialty store groups, home centers, home furnishings outlets, warehouse stores, factory outlets, direct mail marketing, non-store retailing and the new electronic cable TV at-home retailing. A variety of wholesale institutions will also be studied. Subjects such as retail consumer behavior, the retail environment, retail human resource management, store location, buying and merchandising, retail pricing promotion and financial control will be covered. The course is conducted on a discussion basis with text and outside readings, case analysis and discussion, several speakers from industry, store visits and a major paper. Internships are also available. Open to non-School of Management students meeting requirements.

*Haig Agababian***MK 154 Communication and Promotion (F, S: 3)***Prerequisite:* MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, reseller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

*David Lloyd**Louis Zivic***MK 155 Sales Management (F, S: 3)***Prerequisite:* MK 021

The course is designed to develop a firm understanding of the sales organization and its critical role in the marketing program. The

functional and organizational aspects of planning, implementing and controlling the strategic sales program are covered in detail. Case studies, guest speakers, and a simulation game will be used to provide applied experience with these concepts. Students will work on projects to learn the use of an integrated model for strategic sales programs. The course is important for anyone interested in a career in marketing operations.

*John T. Hasenjaeger***MK 157 Professional Selling (F, S: 3)***Prerequisite:* MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople representing the modern corporation need greater expertise. Methods which were successful in the past are giving way to new and demanding disciplines.

This course first teaches the principles of selling, then concentrates on a sales operating system which emphasizes the need for setting sound sales strategies and practicing good sales tactics.

It is suitable for students who want to learn about selling and what is required for success in this demanding environment.

*James Costello**Bert Mendelsohn***MK 158 Product Planning and Strategy (S: 3)***Prerequisite:* MK 021

With the growing concern over the success rate of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

*Michael Peters**Jean Romeo***MK 168 International Marketing (F, S: 3)***Prerequisite:* MK 021

As more and more U.S. companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. Although the basic marketing functions are similar, there are significant differences in the way these functions are carried out in other countries, and the international marketer needs to understand how the people in these different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets. Through readings, case discussions, and guest lecturers, students will be encouraged to learn about the challenges and the problems inherent in international marketing.

*Martin Roth***MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (S: 3)***Prerequisites:* MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year but 70% fail. Success requires not only effective personal skills but also effective managerial and marketing skills. This course will focus on characteristics and background of entrepreneurs, assessment of marketing opportunities, developing a business plan, financing a new venture, and managing and marketing the new venture.

*Michael Peters***MK 180 Marketing Topics (S: 3)***Prerequisite:* MK 021 and permission of instructor

This course is designed to cover areas or topics not covered in the regular marketing curriculum. From time to time, the department may choose to offer this course to provide in-depth coverage of a specific marketing area or to explore a new area of interest. The course may concentrate on a single significant area or it may explore several different topics. Since the course will vary from semester to semester, the topics will be published prior to registration.

*Raymond Keyes***MK 253 Marketing Research (F, S: 3)***Prerequisite:* MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. Providing this information is the responsibility of the marketing research function. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to knowledgeably evaluate the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*William Dodds**David Lloyd**Nicholas Nugent***MK 256 Applied Marketing Management (F, S: 3)***Prerequisite:* MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action. Considerable emphasis is placed on student participation in class discussion and on written case analysis. In addition, each student works on a term project involving the study of the marketing environment, problems, and opportunities in an area related to his or her career interests. This course is for seniors only.

*Eugene Bronstein**Victoria Crittenden**Raymond Keyes**Nicholas Nugent***MK 258 Advanced Marketing Research (S: 3)***Prerequisite:* MK 253

This course provides in-depth coverage of analytical methods and models for management

students who are interested in marketing research as well as for those who are interested in research careers requiring an up-to-date level of training in that area. The course will cover, first, *analytical techniques*: regression, analysis of variance, factor analysis, multidimensional scaling, conjoint analysis, discriminant analysis, and cluster analysis; and second, *the application of these techniques*: regarding construction of marketing models which can be expressed in spreadsheets as well as forecasting procedures, concept and product testing, name and package testing, and specific applications in advertising and sales promotion, brand positioning and market positioning, test marketing, pricing and distribution.

William Dodds

David Lloyd

MK 299 Individual Study (F, S: 3)

This is an individualized course that is developed by a student and faculty member and is approved by the Department Chairperson. A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

Operations and Strategic Management

Faculty

Professor Walter H. Klein, B.S., M.B.A., Ph.D., University of Pittsburgh

Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor Hassell McClellan, B.A., Fisk University; M.B.A., University of Chicago, D.B.A., Harvard University

Associate Professor David C. Murphy, B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Associate Professor Jeffrey L. Ringuest, Chairperson of the Department B.S., Roger Williams College; M.S., Ph.D., Clemson University

Associate Professor M. Hossein Safizadeh, B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma University

Assistant Professor Samuel B. Graves, B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

Assistant Professor Nan S. Langowitz, B.A., Cornell University; M.B.A., New York University; D.B.A., Harvard University

Assistant Professor Richard McGowan, S.J., B.S., University of Pennsylvania; M.S., University of Delaware; M.A., Fordham University; M.Div., M.Th., Weston School of Theology; D.B.A., Boston University

Assistant Professor Sandra A. Waddock, B.A., Northeastern University; M.A., Boston University; M.B.A., D.B.A., Boston University

Lecturer David R. McKenna, B.S., M.B.A., Boston College

Program Description

The competitiveness of the U.S. manufacturing base has been and continues to be eroded with respect to the global market. Some argue that little can or should be done to stop this erosion and that a dominant service sector will provide the jobs necessary to support the U.S. economy. However, there is evidence that the standard of living generated by a service-dominated economy is likely to be much lower than that of a manufacturing-dominated economy. Further, service industries are also threatened by foreign competition. Clearly, the U.S. business community needs to do all that it can to protect and enhance the industrial base as well as find new ways to ensure the competitive edge of the service sector. These needs have serious implications for management education.

Management education needs to link the strategic decisions firms make regarding product and service choice, investment in technology, people, plant and equipment, and resource allocation with the daily operational decisions made in the production of the firm's goods and services. Management education needs to prepare managers to "add value" to their organization; that is, to increase the value of the firm's products or services and measurably add to profit and social well being. Future managers must be prepared to supervise and work with technical and operational specialists and they must be increasingly sensitive to both environmental and ethical issues.

How is all this to be done? What skills do future managers need? What kind of thinking, analysis, and managerial action will be necessary to keep the U.S. economy competitive in the long run? What kind of management education will best prepare future managers? All managers must have a thorough understanding of the functional areas of management. In addition, future managers must learn to focus on and link decision-making at two levels of analysis: 1) the strategic level, where managers identify the economic, social, political, and ethical issues with which their organizations must contend in the long and short term, and for which they must formulate and implement strategic plans; and 2) the operational level, where managers focus on the supply side of what every organization does, the transformation of human, physical, and technical resources into goods and services.

Objectives of the Undergraduate Concentration

The objectives of the undergraduate concentration in Operations and Strategic Management are to develop managers who:

- exercise managerial judgment
- can analyze managerial problems
- understand the complexity of the managerial decision-making environment
- can identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- have a global perspective
- have a broad view of the role of general managers
- possess a thorough understanding of the operations function
- appreciate the role of operations within the structure of an organization

- possess a high level of communication and interpersonal skills
- can apply quantitative techniques
- are computer literate

Careers in Operations and Strategic Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. In a manufacturing firm the senior executive would likely have the title of Vice President of Manufacturing, whereas the corresponding title in a service industry, such as banking or health care, would be Vice President or Director of Operations. At lower levels in the firm are positions such as Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the Corporate Planning Staff.

The demand for managers with these skills is high and will grow higher as U.S. firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and a comprehensive corporate strategy. Salaries for majors in operations and strategic management are and will likely remain competitive with all other majors in management.

Courses Required for the Concentration

The following three courses are required for the concentration:

- MD 222 Strategic Analysis
- MD 250 Decision Analysis
- MD 370 Operations Analysis

In addition, the student must take at least one of the following electives:

- MD 225 Strategic Development—An Interactive Approach
- MD 260 Ethical Issues in Management
- MD 299 Independent Study
- MD 384 Applied Statistics
- MD 390 Small/Family Business Consulting
- MD 606 Forecasting Techniques
- MB 110 Human Resources Management
- MB 116 Industrial Relations

Course Offerings

MD 021 Management and Operations (F, S: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, and MC 021

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources is one of the primary functions of every organization. The management of operations is what every organization does; it transforms human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions.

The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and

use of quantitative models to assist decision making. Course content will include such topics as quality control, linear optimization, production planning and scheduling, project management, inventory management and control, decision theory, and demand forecasting.

The Department

MD 099 Strategy and Policy (F, S: 3)

Prerequisite: Successful completion of the CSOM professional Core. Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the Management Core except for MD 021 which must then be taken with MD 099. This course focuses on the study of the administrative process as organizational guidance from a top management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and management philosophies and ideologies. Considerable emphasis is placed on student participation through class discussions, and on the development of managerial skills.

The Department

MD 100 Competitive Strategy-Honors (F: 3)

Note: MD 100 substitutes for MD 099 in the Core Requirements; hence it has the same prerequisites as MD 099

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to:

- 1) The use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts including environmental and industry analysis,
- 2) The integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

Of particular interest are the crucial problems and decisions that determine the objective of the organization and the appropriate allocation and marshalling of resources to achieve those objectives. Competitive Analysis (MD 100) enhances the student's ability to identify and generate strategic alternatives as validated by competitive environments and the resources and capabilities of the firm. Class participation and written analyses of case studies are an integral part of the course.

*Walter Klein
Hassell McClellan*

MD 222 Strategic Analysis (S: 3)

Prerequisite: SOM Junior standing or consent of the instructor

This is a broad course which examines the concept of corporate strategy and its relationship and application to the functional areas of the firm. The theme will be to understand the link between functional and competitive strategy. Topics to be explored will include: industry analysis, manufacturing strategy, product-life cycle theory, portfolio analysis models, the role of information technology, and global competition. The main pedagogical vehicle will be readings and in-depth discussion. Strategic Analysis is intended to improve the student's grounding in the theoretical underpinnings of

strategic management and competitive analysis.

Nan S. Langowitz

MD 225 Strategy Development—An Integrative Approach (F, S: 3)

Prerequisite: MD 099 or 222 or consent of instructor

This course, using an interactive computer simulation, focuses on the ongoing development and implementation of a business strategy in a competitive environment. The participants organize themselves into groups to perform the usual managerial activities of situational analysis, long-range forecasting and planning, assigning responsibility for marketing, production, and financial operations, and monitoring company performance and competitive behavior. Ongoing feedback and dealing with consequences of past decisions develops skills in dealing with dynamic problems, using management information and adjusting actions to conform to stated objectives, strategies, and policies. The principal course goal is to develop individual skills, especially the ability to analyze, synthesize, and evaluate performance of individuals and organized groups.

John Van Tassel

MD 250 Decision Analysis (S: 3)

Prerequisite: MD 021

Situations in which a decision must be made arise continually in our daily lives, in the organizations in which we work, and in the communities in which we live. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. There have been many approaches to decision making in recent years. These approaches range from that of creating a mathematical model of the decision situation to those based on human and organizational behavior and include all combinations in between. Application of these approaches has been greatly enhanced by the use of computers. In this course students will develop the skills necessary to formulate courses of action to meet the situation under consideration and to choose between these alternatives after carefully evaluating their effectiveness in achieving the desired objectives. In addition, students will see how decision support systems can assist those concerned with managerial decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, human resource management, accounting, finance, marketing, and operations management.

Jeffrey L. Ringuest

MD 260 Ethical Issues in Management (F, S: 3)

This course will deal with ethical theory within a management context. The subject matter and the format of the course are designed to 1) stimulate the moral imagination, 2) recognize moral issues, and 3) develop analytical skills and the ability to use them in the moral decision-making process. In keeping with these objectives, our approach will be part lecture and part discussion, with attention to both general theory and concrete cases. Areas to be covered comprise: the American business system, social value systems, individual and organizational behavior, conventional morality and ethical relativism, ethical theories, theories of economic justice, corporate responsibility, the limits of law, self-regulation and government regulation, institutionalizing social responsibility, ethics and the policy process.

James Halpin, S.J.

MD 299 Independent Study (F, S: 3)

Prerequisite: Senior standing, consent of department chairperson

The student works under the direction of an individual professor.

By arrangement

Jeffrey L. Ringuest

MD 300 Junior Honors Seminar (S: 3)

The Junior Honors Seminar is intended to develop a broad understanding of the macroenvironmental context of contemporary business problems, a framework for understanding the role of business in society, and the context of strategic decision making. This goal will be accomplished through the study of major works on the historical development of management and management thinking, as well as current social, ethical, and organizational issues that managers face. The linkages among political, economic, and business actors will be studied through a wide ranging set of readings intended to develop a historical sense of the evolution of management and organizations as well as an ability to analyze current problems through multiple lenses. Oral and written communication skills will be strongly stressed throughout the course.

Sandra A. Waddock

MD 370 Operations Analysis (F: 3)

Prerequisite: MD 021

This course discusses concepts related to the management of manufacturing and service operations. Specifically, it examines the tactical and operational issues of production management and evaluates their impact on competitiveness, productivity, flexibility, quality, and cost. Topics included are: Product/service design, process analysis, location, layout, capacity planning, aggregate planning, master schedule, materials management, distribution, manufacturing resource planning, and operations scheduling. Drawing on case studies and the analysis of real-world situations, the course emphasizes the similarities and differences between various manufacturing and service operations.

M. Hossein Safizadeh

MD 384 Applied Statistics (S: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable.

*Richard McGowan, S.J.
David R. McKenna*

MD 390 Small and Family Business Consulting (S: 3)

Prerequisite: Senior standing and satisfactory completion of the S.O.M. Core. Open to members of other branches of the University upon approval of the instructor (typically, such applicants will have had some experience with small business, often in a family firm).

This is a course in management strategy. Its purpose is to provide a viable alternative for those students likely to enter small, family, or new businesses rather than "Big Business." It emphasizes a major consulting project selected by the student from a number of firms which have asked the instructor for consulting help. The projects, which are both profit and non-profit, are typically worked on by small student teams which work closely with the instructor. In the first few weeks of the course, class meetings are held to transpose what has been

learned in several functional areas to the needs of the typical small organization and to understand the consulting process. During much of February and March, class meetings are informal and not obligatory. In this period students are working directly with their clients. The instructor is always in the classroom at the appointed hour to help with problems during this period. During April each team presents its findings to the class before preparing their written reports to the client. *Thomas W. Dunn*

MD 604 Operations Research (S: 3)

Prerequisite: A degree of mathematical literacy including statistics

This course presents the concepts and techniques of optimization with an emphasis on managerial decision making. The majority of topics will be from deterministic methods and include the following: Linear programming, simplex method, sensitivity analysis, duality, goal programming, integer programming, dynamic programming, inventory models, and Markov analysis. A knowledge of basic algebra and statistics is necessary and some familiarity with linear programming and quantitative methods is helpful.

Jeffrey L. Ringuest

MD 605 Simulation Methods (F: 3) or (S: 3)

Prerequisite: A degree of mathematical literacy including statistics

An introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

The Department

MD 606 Forecasting Techniques (F: 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

David R. McKenna

MD 611 Cases in Management Science (S: 3)

Prerequisites: A degree of mathematical literacy and the ability to use computing facilities. This course uses the case study method to show how and in what areas management sciences is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students who can, in their careers as managers, recognize possible MS applications, appreciate the advantages and limitations of MS, and understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General.

Samuel B. Graves

Jeffrey L. Ringuest

Organization Studies—Human Resources Management

Faculty

Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Professor William R. Torbert, B.A., Ph.D., Yale University

Associate Professor Dalmar Fisher, Chairperson of the Department B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Associate Professor Judith Gordon, A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Associate Professor John W. Lewis, III, A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Associate Professor Richard P. Nielsen, B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Assistant Professor Frank A. Dubinskas, B.A., Yale University; M.A., Ph.D., Stanford University

Assistant Professor William Stevenson, B.S., University of Maryland; M.A., Ph.D., University of California

Program Description

Human Resources Management, a key function in any organization, is destined to play a more significant role in organizations in the decade ahead. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the Human Resources field far more important than in the past.

In addition to an understanding of what makes the "people" side of organizations effective or ineffective, the HRM concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions; typically, human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organization development, and personnel research. Individuals can work in public or private sector organizations, including large

corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include manpower forecaster, affirmative action planner, or legal analyst. In the public sector, students can hold jobs such as employment and training administrator, labor market researcher, job development specialist, or manpower analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships are available in a variety of companies to provide concentrators with experience in human resources management and as an inroad to job openings. Recent internships have been available in a radio station, a bank, a large department store, a mutual fund sales organization, and a social service agency. Persons taking advantage of internships in human resources management have had a significant edge once they are in the job market.

The Curriculum

To meet the challenges of the 1990s and beyond, the concentration is completed by taking four courses beyond the required courses in the School of Management Common Body of Knowledge, which includes MB 021, Organizational Behavior. MB 110, Human Resources Management, is the first course in the concentration, and MB 313, Personnel and Organizational Research, is also required. Students must choose at least two electives from a variety of courses.

An Integrated Concentration in Management and Psychology is also available to a few students each year, and may be of special interest to concentrators in OS/HRM. Information regarding this concentration is available from Professor Jean Bartunek.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (normally taken in junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives

- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organizations
- MB 120 Employment Policy
- MB 123 Management of Conflict and Power
- MB 127 Leadership
- MB 135 Career and Human Resource Planning
- MB 299 Independent Study
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organization Studies and Human Resources Management

- MB 601 Comparative Industrial Relations
 MB 606 Consultation in Industrial/Organizational Psychology

Course Offerings

MB 021 Organizational Behavior (F, S: 3)
 As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type; a central thrust of these concepts concerns the ways in which institutions can become more adaptive and effective. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

MB 031 Organizational Behavior—Honors (S: 3)

Effective performance by organizations and their members involves a complex mix of technical, economic, structural, interpersonal and personal phenomena. Through study of the major ideas, analytic frameworks and research findings of the field of organizational behavior, students acquire knowledge of how these factors interact. This knowledge is put to work in numerous diagnoses of real organizational situations contained in case descriptions, observed in field projects, and played out in classroom simulations. Written and oral presentation are emphasized, providing an opportunity to develop skill in stating analytic conclusions and plans of action that are practical, well supported by theory and facts, and convincing. MB 031 fulfills the School of Management core requirement in organizational behavior, and may be counted as an intensive course in the School of Management Honors Program.

Frank Dubinskas

MB 110 Human Resources Management (F, S: 3)

Prerequisite: MB 021 or MB 031

This course examines the functions, processes, tools and techniques of human resources management. These will be looked at both as a set of responsibilities shared by managers in general and as the primary functions of a Human Resources Department. Functional areas included are HR planning and staffing, appraisal and development of people at all levels, compensation and benefit systems, labor-management relations, and legal issues.

Various teaching/learning methods will be used including lectures, case discussions, in-class simulations and field projects. Students will gain experience in using a variety of HRM tools and systems.

*Judith R. Gordon
 Richard Nielsen*

MB 111 Ethics Management and Employee Law (S: 3)

Prerequisite: MB 021 or MB 031, or permission of instructor

This course examines the management of employee and organizational ethics problems within an environment of employee law. This is a responsibility shared by all managers and is a major responsibility of human resources managers. Objectives are 1) to help those interested in human resources management careers develop the knowledge of ethics and law they will need, and 2) to help students develop the action skills needed for managing ethical and legal issues in organizations. Teaching methods include discussions of readings and cases, action exercises, and discussions with guest speakers.

Richard Nielsen

MB 119 Interpersonal Communication in Organizations (F: 3)

Managerial action takes place in one-to-one and small group situations. This course will aim to increase students' personal and conceptual understanding of factors most relevant to managers in task-oriented communication settings. Topics will include interpersonal relationships, uses and misuses of language, group process diagnosis, nonverbal communication and helping/counseling. Lectures, readings and case discussions will be combined with in-class exercises where major learning material will be generated by participants themselves.

Dalmar Fisher

MB 127 Leadership (S: 3)

Prerequisite: MB 021 (or MB 031)

This course is designed to acquaint the undergraduate student with the work of managers within varied organizational settings, viewed from the perspective of the incumbent in such roles. Contemporary theories and empirical research on the practice of leadership will be examined and their implications explored. In-depth case studies of recognized leaders will be examined in the light of theory and research findings.

The student's own leadership and interpersonal styles will be assessed utilizing instruments of various kinds. Situations will be created within the class to gauge the feel and impact of particular styles in action. Emphasis will be on behavioral strategies which lead toward either effective or ineffective leader performance.

William Stevenson

MB 299 Independent Study (F, S: 3)

Prerequisite: Senior standing. The student works under the direction of an individual professor, with whom s/he has made specific advance arrangements.

By arrangement.

The Department

MB 313 Personnel and Organizational Research (F: 3)

Prerequisites: MB 021 (or MB 031) and MB 110

This course introduces students to research methods used in human resources management and organizational behavior, and includes a focus on ways research can form an integral part of the organizational or human resources change project. During the course students design, carry out and write about their own research project.

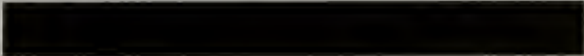
Jean Bartunek

Other courses offered by the Department, but not offered during the 1990–91 academic year, include the following:

- MB 135 Career and Human Resource Planning
 MB 364 Collective Bargaining
 MB 399 Advanced Topics in Organization Studies and Human Resources Management
 MB 601 Comparative Industrial Relations
 MB 606 Consultation in Industrial/Organizational Psychology

- MB 116 Industrial Relations
 MB 120 Employment Policy
 MB 123 The Management of Conflict and Power





School of Nursing

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.).

The program of study is approved by the Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing.

Requirements for the Degree

The School of Nursing requires 122 credits for graduation. There are three components to the curriculum: liberal arts and science courses shared by all students in the University; the nursing major courses; and electives. Included among the courses are the required University Core Curriculum.

- 6 credits Humanities (English)*
- 2 European History
- 2 Theology (including Health Care Ethics)
- 2 Philosophy
- 2 Natural Sciences (Anatomy and Physiology I and II)
- 2 Social Sciences (Sociology and Psychology)

*School of Nursing students may fulfill their English Core requirement by taking either two semesters of Critical Reading and Writing or a single semester of the six-credit Core English Seminar. For a complete description of these courses, see their listing by the English Department.

History, philosophy, and English courses should be completed before beginning nursing courses. Twelve credits of electives may be taken from among the wide variety of University course offerings.

Courses in the nursing major are offered in six semesters of the curriculum. Faculty of the School of Nursing guide student learning in campus laboratories and in a variety of clinical settings. Theory and clinical courses are provided in the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. The nursing major utilizes the clinical reasoning process to plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with individuals' choices. Health promotion is incorporated into primary, secondary and tertiary preventive interventions for a variety of health problems. The graduate is prepared as a generalist able to care for individuals and groups, at all developmental levels and in all health care settings.

Curriculum Plan

Freshman Year

Semester I	Credits
CH 131, 133-Contemporary Chemistry I	4
BI 130, 131-Anatomy & Physiology I	4
Core	3
Core	3

Semester II	Credits
CH 132, 134-Contemporary Chemistry II	4
BI 132, 133-Anatomy & Physiology II	4
Core	3

Core	3
Core	3
Sophomore Year	
Semester I	
BI 220, 221-Microbiology	Credits 3
NU 100-Introduction to Professional Nursing	3
Core	3
Core	3
Elective	3
Semester II	
Credits	
NU 120-Nursing Health Assessment Across the Life Span	4
NU 121-Nursing Health Assessment Across the Life Span Clinical Laboratory	3
NU 080-Pathophysiology	3
Core	3
Core	3

Junior Year

Semester I	
Credits	
NU 230-Adult Health Nursing Theory I	3
NU 231-Adult Health Nursing I Clinical Laboratory	3
NU 204-Pharmacology and Nutrition Therapies	3
NU 216-Methods of Nursing Inquiry	3
Elective	3
Semester II	
Credits	
NU 242-Adult Health Nursing Theory II	3
NU 243-Adult Health Nursing II Clinical Laboratory	3
NU 244-Childbearing Nursing Theory and the Childbearing Cycle	3
NU 245-Clinical Laboratory for Application of Childbearing Theory	3
Elective	3

Senior Year

Semester I	
Credits	
NU 250-Child Health Nursing Theory	3
NU 251-Child Health Nursing Clinical Laboratory	3
NU 252-Psychiatric-Mental Health Nursing Theory	3
NU 253-Psychiatric-Mental Health Nursing Clinical Laboratory	3
Health Ethics	3
Semester II	
Credits	
NU 260-Community Nursing Theory	3
NU 261-Community Nursing Clinical Laboratory	3
NU 262-Nursing Synthesis Theory	3
NU 263-Nursing Synthesis Clinical Laboratory	3
Elective	3

The School of Nursing reserves the right to alter any program or policy outlined in this Catalog.

The Honors Program

The Honors Program offers gifted students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Beginning with the incoming freshmen in 1990, the School of Nursing will invite selected students to join the program each year. Selections are based on high school records, recommendations of teachers, and SAT scores. In order to remain in the program students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: in fresh-

men and sophomore year students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in Theology, Philosophy and English. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the twentieth century. Primary emphasis is on the texts; this is not a survey course. Each section enrolls approximately 15 students, and is conducted as a seminar.

The junior and senior components of this Honors Program are being developed by the School of Nursing.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practice or group practice with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing practice in all of the above situations. Some are researchers in clinical settings; some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into master's degree programs in nursing.

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include:

Arbour Hospital, Beth Israel Hospital, Brigham and Women's Hospital, Franciscan Hospital, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Newton-Wellesley Hospital, St. Elizabeth's Hospital, University Hospital, Waltham Hospital, and others.

Transfers into the School of Nursing

Students applying for transfer into the School of Nursing are accepted for courses beginning in September and January. All transfer applicants must comply with the application procedures described below. Enrolled students earn a minimum of 61 credits at Boston College.

Internal Transfer

Boston College students presently enrolled in the College of Arts and Sciences, Carroll School of Management, and School of Education may apply for internal transfer. The application may be obtained from the Associate Dean of the Undergraduate Program in Nursing. Students transferring from other Boston College schools must have a record free of academic deficiencies and show the academic po-

tential for successfully completing the required nursing curriculum.

College Credit

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Lyons Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior coursework.

Registered Nurses

Graduates of, or students in the final year of, diploma or associate degree-granting, state-approved nursing programs should apply through the regular admissions process described above. In addition to the above requirements, the student should submit the official transcript from his or her school of nursing. Application deadlines are: May 15 for September admission and November 15 for January admission.

After admission, exemption examinations are available for the sciences and selected nursing courses. Specific information regarding exemption examinations is available from the Associate Dean of the Undergraduate Program in the School of Nursing.

Before clinical practice begins, the student must submit evidence of a current Massachusetts R.N. license and personal liability insurance. Complete information on either full- or part-time enrollment is available in the brochure *A Guide for the Registered Nurse*, which is available from the School of Nursing.

Academic Regulations

Students are required to maintain an overall cumulative average of 1.667 or higher and a cumulative grade point average of 2.0 or higher in nursing courses. A student whose overall or nursing average falls below minimum requirements is placed on academic warning, and will be notified by the Associate Dean of the Undergraduate Program. In order to remain in the School of Nursing, the nursing curriculum must be followed and an academic warning removed within one semester. A nursing course which has been failed may be repeated once, at which time the minimum acceptable grade must be achieved.

Students are required to pass at least the equivalent of 8 courses by the end of the first year, the equivalent of 18 courses by the end of the second year, and the equivalent of 28 courses by the end of the third year. To remain registered in the School of Nursing, continuous registration in the designated nursing curriculum plan is required.

Approval for courses taken Pass/Fail will only be given during the registration and Drop/Add periods.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

Students are expected to attend classes regularly. Absences from class or clinical laboratory will be evaluated by faculty.

If a student is late to or absent from clinical laboratory, the student is required to notify the instructor and/or the clinical agency. An absence because of illness may require a statement from a physician before the student returns to clinical courses. In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean for Student Development and the Associate Dean of the School of Nursing so that academic and other necessary arrangements can be made.

Academic Integrity

Nursing students are expected to maintain high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

Extracurricular Activities

Nursing students are encouraged to participate in University activities. Many nursing students participate in the PULSE Program, Junior Year Abroad, and the Faith, Peace and Justice Program.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

Baccalaureate to Master's Articulation Plan

Registered nurses in the baccalaureate program have the opportunity to begin master's level course work while completing requirements for the baccalaureate degree. This opportunity is available to selected R.N.s who have six credits or less of undergraduate course work to complete and who have been accepted into the graduate program. More information on this articulation plan is available from the Associate Dean of the Undergraduate Program.

Other Regulations

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Health Requirements

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and/or chest x-ray and rubella titre prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of **each** academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing. The School of Nursing strongly recommends that all students receive immunization against Hepatitis B.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Fees

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

Nursing Examination Fees (per examination)	
Exemption examination	\$ 30.00–60.00
Standardized examination (NCLEX Assessment Test)	\$ 35.00
Laboratory Fee (payable for each clinical nursing course)	\$125.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and the surrounding area. Students are responsible for providing for their own transportation to and from those facilities.

Faculty

Professor Miriam-Gayle Wardle, B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Associate Professor Sarah Cimino, B.S.N., University of California, Los Angeles; M.S., Boston College

Associate Professor Mary Ellen Doona, B.S., M.S., Boston College; Ed. D., Boston University

Associate Professor Joyce Dwyer, B.S., M.S., Boston College; M.P.H., Harvard University

Associate Professor Nancy Fairchild, B.S., Boston University; M.S., University of Rochester

Associate Professor Nancy J. Gaspard, B.S., Boston University; M.Ed., University of Florida; M.P.H., Dr. P.H., University of California, Los Angeles

Associate Professor Lois Haggerty, B.S.,
Simmons College; M.S., Ph.D., Boston College

Associate Professor Patricia B. Harrington,
B.S., University of Massachusetts; M.Ed.,
Boston University

Associate Professor Loretta P. Higgins, B.S.,
M.S., Ed.D., Boston College

Associate Professor Bernadette P. Hungler,
A.M., Northeastern University; B.S.N.,
Georgetown University; M.A., Ph.D., Boston
College

Associate Professor Rosemary Krawczyk,
B.S.N., College of St. Catherine; M.S., Ph.D.,
Boston College

Associate Professor Ronna Krozy, B.S., M.S.,
Ed.D., Boston College

Associate Professor Cathy Malek, B.S.N.,
University of Wisconsin; M.S., Ph.D., Boston
College

Associate Professor Sandra Mott, B.S.,
Wheaton College; M.S., Boston College

Associate Professor Rita Olivieri, B.S., M.S.,
Ph.D., Boston College

Associate Professor Jean A. O'Neil, B.S.,
M.S., Ed.D., Boston College

Associate Professor Frances Ouellette, B.S.N.,
Salem State College; M.S., Ph.D., Boston
College

Associate Professor Rachel E. Spector, B.S.,
M.S., Boston College; Ph.D., University of
Texas, Austin

Assistant Professor Karen J. Aroian, B.S.N.,
University of Massachusetts; M.S., Boston
College; Ph.D., University of Washington

Assistant Professor Jane E. Ashley, B.S.,
California State University at Chico; M.S.,
Boston College

Assistant Professor Pamela J. Burke, B.S.,
Boston College; M.S., Boston University

Assistant Professor Marion B. Francis, B.S.,
University of Rochester; M.A., M.Ed., Ed.D.,
Teachers College, Columbia

Assistant Professor Margaret Hamilton, B.S.,
M.S., Boston College; D.N.Sc., Boston
University

Assistant Professor Ellen Mahoney, B.S.N.,
Georgetown University; M.S.N., University of
Pennsylvania; Dn.Sc., University of California,
San Francisco

Assistant Professor Victoria L. Mock, B.S.N.,
Duke University; M.S.N., University of
California, San Francisco; D.N.Sc., Catholic
University of America

Assistant Professor Eileen J. Plunkett, B.S.,
M.S., Boston College

Adjunct Instructor Michelle Mendes, B.S.,
Simmons College; M.S., Boston University

Adjunct Instructor Judy Pirolli, B.S., M.S.,
Boston College

Adjunct Instructor Kathleen Walsh, B.S.,
M.S., Boston College

Teaching and Resource Personnel for Undergraduate Program

Elissa Matloff, Lecturer, B.S., University of
Massachusetts; M.S., Boston College

Robin Young Wood, Lecturer, B.S.N.,
University of Michigan; M.S.N., Ed.D., Boston
University

Continuing Education Program

W. Jean Weyman, Director, B.S., M.S., Indiana
University

Course Offerings

Courses marked with a single asterisk (*) will first be offered in 1991–92; courses marked with a double asterisk (**) will first be offered in 1992–93; and courses marked with a triple asterisk (***) will first be offered in 1993–94. These courses are part of the curriculum plan described above, effective with the Class of 1994.

NU 080 Pathophysiology (F: 3)

Prerequisites: BI 130, 131, 132, 133, 220, 221;
CH 131–133, 132–134

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

NU 100 Introduction to Professional Nursing (F: 3)

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. The course places the study of nursing within the Jesuit tradition of liberal arts education.

NU 120 Nursing Health Assessment Across the Life Span* (S: 4)

Prerequisites: NU 100 or concurrently; BI 130, 131, 132, 133; BI 220, 221 or concurrently; psychology core

This course introduces the concept of health, focusing on the promotion of optimal function for individuals across the lifespan. Theoretical and empirical perspectives related to the concept of health will be presented within the context of cultural, environmental and developmental changes. Introduction to the clinical reasoning process will place emphasis on the assessment of an individual's function across the lifespan.

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory* (S: 3)

Prerequisites: NU 120

Laboratory experiences will provide opportunities to apply theoretical concepts focusing on the development of communication skills. Involves the application of assessment skills associated with maturational changes and optimal function of individuals across the life span. Nine hours of clinical and college laboratory weekly.

NU 204 Pharmacology and Nutrition Therapies** (F: 3)

Prerequisites: NU 120, 121; NU 080 or concurrently; NU 230, 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

NU 216 Methods of Nursing Inquiry** (F: 3)

This course provides an introduction to the basic principles of the research process, focusing on theory, methodology, and application of research in patient care. A computer laboratory experience and research exercises are utilized.

NU 230 Adult Health Nursing Theory I** (F: 3)

Prerequisites: NU 100, 120, 120, 080

This course focuses on care of adults with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults in a variety of settings.

NU 231 Adult Health Nursing I Clinical Laboratory** (F: 3)

Prerequisites: NU 230 or concurrently

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on documentation, developing skills to facilitate the helping relationship and basic intervention skills associated with care. One two-hour college laboratory and six hours of clinical laboratory weekly.

NU 242 Adult Health Nursing Theory II** (S: 3)

Prerequisites: NU 230, 231, 204; NU 216 or concurrently

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. Discussions center on planning of care for individuals and the family as appropriate.

NU 243 Adult Health Nursing II Clinical Laboratory** (S: 3)

Prerequisites: NU 242 or concurrently

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

NU 244 Childbearing Nursing Theory and the Childbearing Cycle** (S: 3)

Prerequisites: NU 230, 231, 204; NU 216 or concurrently

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies.

NU 245 Clinical Laboratory for Application of Childbearing Theory** (S: 3)

Prerequisites: NU 244 or concurrently

This experience focuses on the application of childbearing theory to the diagnoses, interventions and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal and post-natal activities. Nine hours of clinical laboratory weekly.

NU 250 Child Health Nursing Theory*** (F: 3)

Prerequisites: NU 242, 243, 244, 245; Health Ethics or concurrently

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness.

NU 251 Child Health Nursing Clinical Laboratory* (F: 3)***Prerequisites:* NU 250 or concurrently

This course uses a variety of clinical settings to focus on the application of the clinical process, diagnoses, interventions and outcomes in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

NU 252 Psychiatric Mental Health Nursing Theory* (F: 3)***Prerequisites:* NU 242, 243, 244, 245; NU 250, 251, Health Ethics or concurrently

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory* (F: 3)***Prerequisites:* NU 252 or concurrently

This course focuses on the application of the clinical reasoning process, diagnoses, interventions and outcomes for patients and families with acute and long-term mental health problems. Special emphasis placed on establishing a therapeutic relationship between the nurse and patient. Nine hours of clinical laboratory weekly.

NU 260 Community Nursing Theory* (S: 3)***Prerequisites:* NU250, 251, 252, 253, Health Ethics

This course focuses on individuals, families and groups in the community setting. Emphasis placed on community health principles, concepts related to case management and collaboration with other members of the health care team.

NU 261 Community Nursing Clinical Laboratory* (S: 3)***Prerequisites:* NU 260 or concurrently

This course focuses on patients and responses of their families to long-term health problems. The clinical reasoning process is used to determine diagnoses, interventions and outcomes for individuals and groups in the community. Special emphasis will be placed on accessing community resources and evaluation of care. Nine hours of clinical laboratory weekly.

NU 262 Nursing Synthesis Theory* (S: 3)***Prerequisites:* NU 260, 261 or concurrently

This course provides an opportunity to integrate nursing knowledge, explore professional issues, view the health care delivery system in relation to societal needs, and articulate emerging trends that will impact on professional nursing. Emphasis placed on leadership concepts, professional responsibility and role transition.

NU 263 Nursing Synthesis Clinical Laboratory* (S: 3)***Prerequisites:* NU 262 or concurrently

This course provides intensive, in-depth clinical experience with a selected population. Students synthesize nursing concepts, refine clinical reasoning competencies and utilize nursing research in practice. Nine hours of clinical laboratory weekly.

NU 299 Directed Independent Study (F, S: 3)*Prerequisites:* Senior nursing student with GPA of 3.0 or above in nursing courses.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities might include: a) library or agency based study; b) development/implementation of a teaching model; c) study of a nursing concept; d) study of a particular interest.

Students planning to enroll in Directed Independent Study should obtain guidelines from their faculty advisors.

Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will be conducted.

NU 301 Culture and Health Care (S: 3)

This course brings the upper-division undergraduate student into a direct interface between the American health care delivery system and health care consumers of diverse socio-cultural backgrounds.

Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care, such as poverty and the right to health care.

*Rachel E. Spector***NU 310 Modern Nutrition: Issues and Education (F, S: 3)**

This course provides an introduction to the principles of nutrition. No college science prerequisite is required; biology and chemistry are included as a basis for nutrition concepts.

Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included. *Patricia Harrington*

NU 312 Gerontological Nursing (S: 3)*Prerequisites:* NU 208 or discretion of the professor

This course focuses on gerontological and geriatric nursing issues and is designed to expand theoretical knowledge base in the normal biological changes and health problems of the elderly which require adaptive measures. Various biological, sociological and psychological theories of aging are explored as well as service systems and legislative issues impacting older individuals.

*Ellen Mahoney***NU 314 Wellness Lifestyle (F, S: 3)**

The course will focus on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self-care and alternative treatment models will be addressed. Activities to improve and maintain student health status, including health care agencies and other resources in the community which contribute to the student's health status will be explored.

*Rosemary Krawczyk**Nancy McCarthy***NU 316 Contemporary Medications (F: 3)**

This course provides the opportunity to learn drug development and control, pharmacodynamics, and legal and ethical issues related to drug use. Selected classifications of drugs are discussed, based on needs and interests. Emphasis is placed on developing an understanding of the effects of drugs by non-health care professionals such as teachers, social workers,

and managers. Not open to nursing students for degree credit.

*Laurel Eisenhauer***NU 320 Collaboration in the Health Care Setting (S: 3)**

This course constitutes an opportunity for students who aspire to careers in health care delivery to study together and begin to learn and understand ways of working together that will carry over into their professional lives. Topics include the current health care environment, changes in patient and family characteristics and in health care delivery, role sets and changing work habits, group process in health care, conflict management, and health team performance. Emphasis throughout is on multi-disciplinary health team function.

Nancy Gaspard



Evening College of Arts and Sciences and Business Administration

Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy people who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP — the College Level Examination Program — used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston college and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B- or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week.

Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, Information Processing, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

Introductory College Writing, Literary Works, English elective, Problems of Philosophy and Philosophy elective; and two Theology electives.

Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)

Two courses in Mathematics or Science.

Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 314, Boston College, Chestnut Hill, Massachusetts 02167.

Summer Session

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides both undergraduate and graduate students to enroll in core courses and electives; short-term workshops and institutes; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period there are also intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number of courses required for his/her status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registering for it. Students may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered obtain a Summer Session catalog, published in March.

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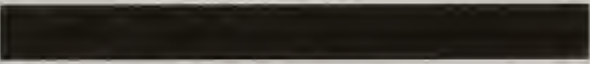
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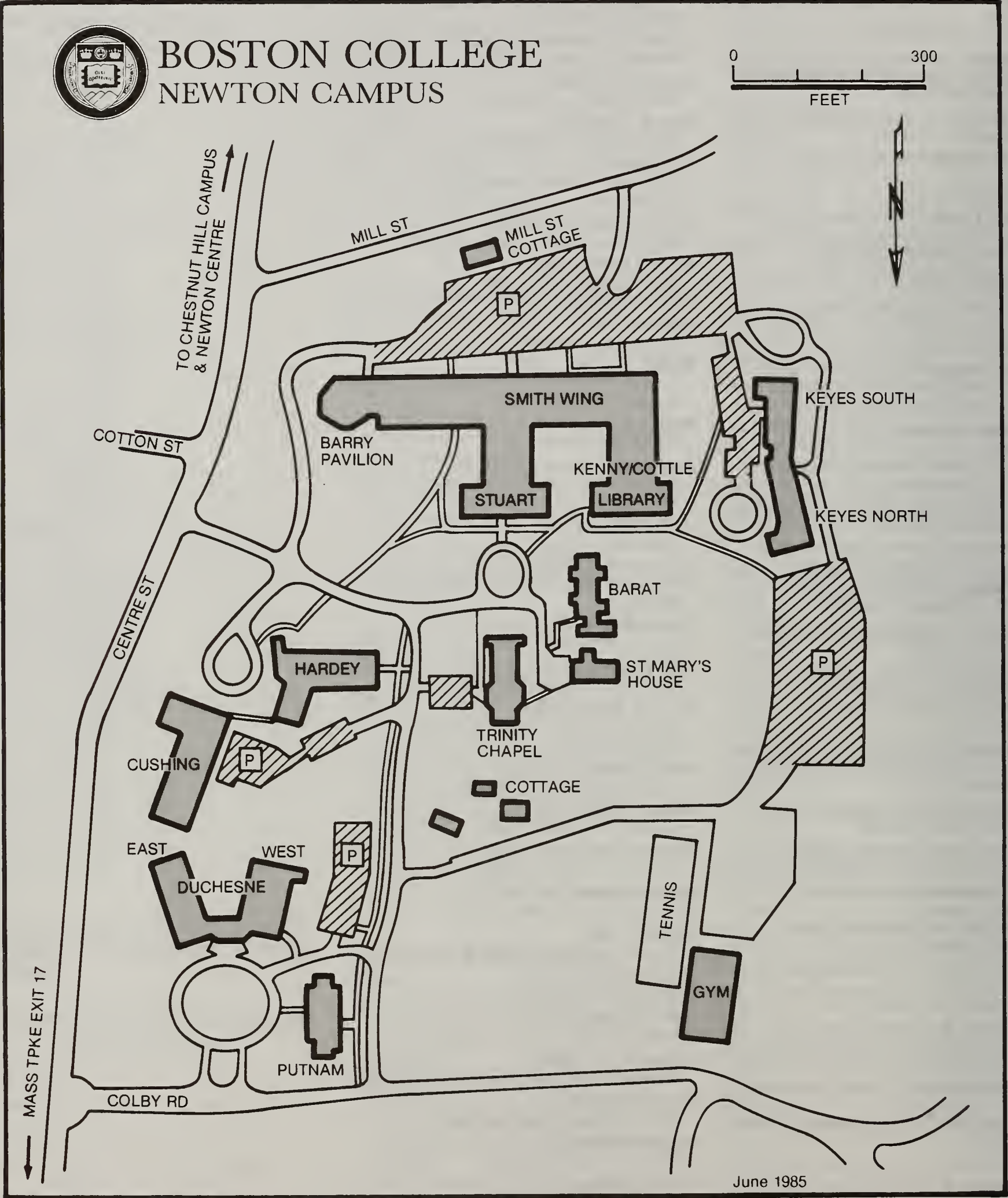
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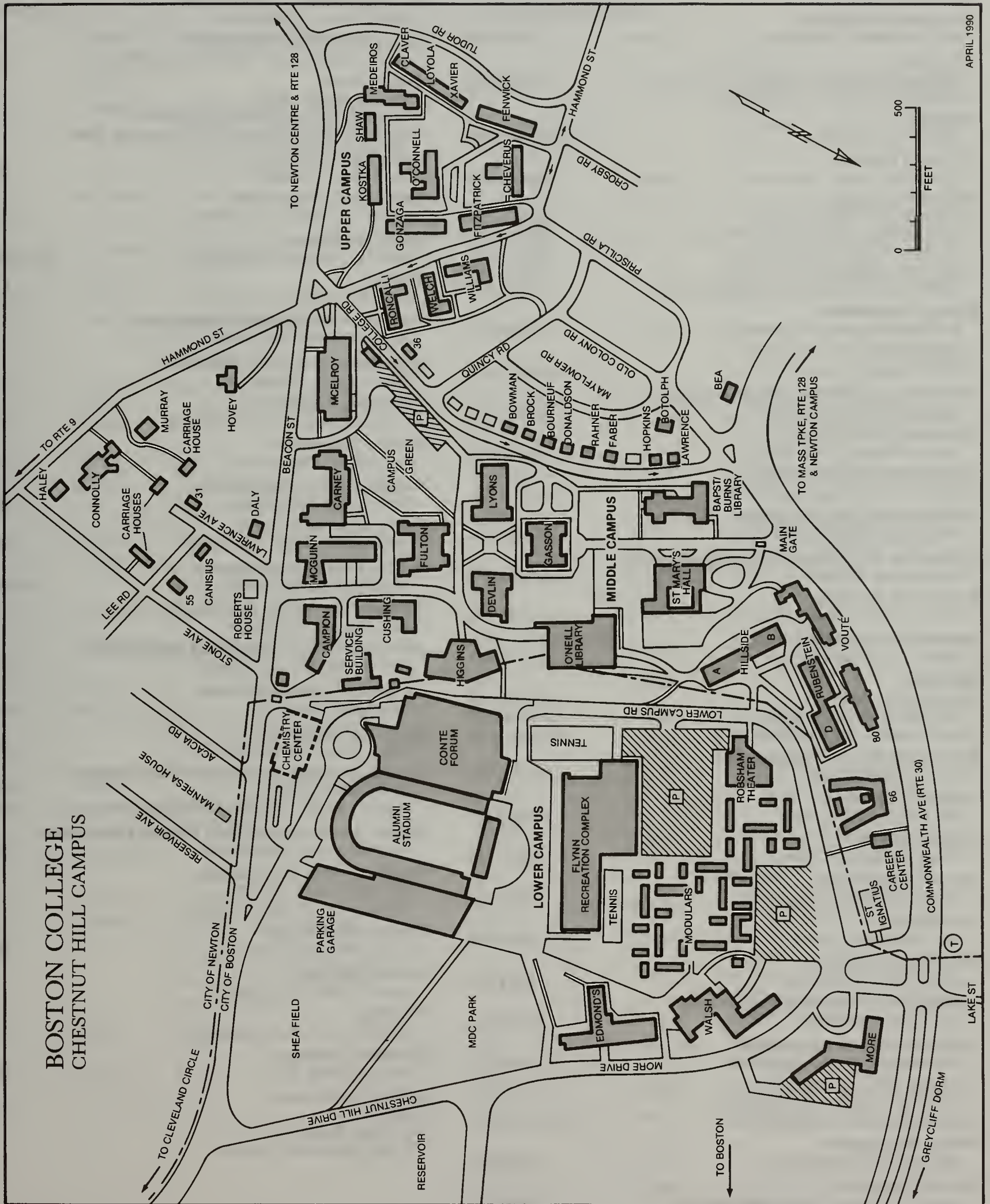
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Graduate: Department Chairpersons

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Christopher Wilson, *Director* Carney 349

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Anabel Casey, *Assistant Dean* Campion 104B

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Patricia DeLeeuw, *Associate Dean* McGuinn 221C

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Paul Spagnoli, *Chairperson* Carney 116

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Louis Corsini, *Graduate Associate Dean* Fulton 306
James Bowditch, *Undergraduate Associate Dean* Fulton 306

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Charles Landraitis, *Chairperson* Carney 317

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Catherine Murphy, *Acting Dean* Cushing 203

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Donald Fishman, *Chairperson* Lyons 214B

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John Brown, *Collection Manager* More 302

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University Chaplain

John A. Dineen, S.J. McElroy 215

University Librarian

Mary Cronin O'Neill Library

University Registrar

Louise Lonabocker, *Registrar* Lyons 101

Academic Calendar 1990–91

First Semester

September 1	Saturday	Freshman and Transfer Orientation
September 4	Tuesday	
September 4	Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
September 5	Wednesday	Classes begin Faculty Convocation
September 5	Wednesday	Drop/Add period for undergraduates
September 11	Tuesday	
September 13	Thursday	Last date for students in Graduate School of Management to register
September 13	Thursday	Registration for students in Graduate Arts and Sciences and Social Work
September 17	Monday	
September 18	Tuesday	
October 8	Monday	Columbus Day—no classes
November 9	Friday	Last date for undergraduates to file change-of-major forms
November 12	Monday	Veterans Day—no classes
November 13	Tuesday	Undergraduate registration period for Spring 1991 courses
November 28	Wednesday	
November 21	Wednesday	Thanksgiving holidays
November 23	Friday	
November 26	Monday	Last date for official withdrawal from a course or from the University.
November 27	Tuesday	Last date for graduate students to sign up for January graduation
December 12	Wednesday	Study days—no classes for undergraduates (graduate courses may meet)
December 13	Thursday	
December 13	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation
December 14	Friday	Final examinations
December 21	Friday	

Second Semester

January 12	Saturday	Freshman and Transfer Orientation
January 12	Saturday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
January 14	Monday	Classes begin
January 14	Monday	Drop/Add period for undergraduates
January 18	Friday	
January 21	Monday	Martin Luther King, Jr. Day—no classes
January 23	Wednesday	Last date for students in Graduate School of Management to register
January 23	Wednesday	Registration for students in Graduate Arts and Sciences and Social Work
January 24	Thursday	
February 18	Monday	Washington's Birthday—no classes
February 20	Wednesday	Last date for graduate students to sign up for May graduation
March 4	Monday	Spring Vacation
March 8	Friday	
March 28	Thursday	Easter Weekend
March 29	Friday	
April 1	Monday	Last date for undergraduates to file change-of-major forms
April 2	Tuesday	Undergraduate registration period for Fall 1991 courses
April 10	Wednesday	
April 8	Monday	Last date for official withdrawal from a course or from the University
April 15	Monday	Patriot's Day—no classes
April 18	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
May 1	Wednesday	Study days—no classes for undergraduates (graduate courses may meet)
May 2	Thursday	
May 3	Friday	Final examinations
May 10	Friday	
May 20	Monday	Commencement

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